



HEQC

CHE

**A Good Practice Guide and Self-evaluation
Instruments for Managing the Quality of
Service-Learning**



JET EDUCATION
SERVICES

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Higher Education Quality Committee (HEQC)

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Service-Learning**

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PREFACE

The Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE) is mandated by the Higher Education Act of 1997 to operate a quality assurance system that focuses on the accreditation of higher education programmes and on the audit of the quality management systems of higher education institutions (HEIs). Also included in the mandate of the HEQC are quality promotion and building the capacity of the higher education system, institutions and individuals to respond to the HEQC's quality requirements.

As part of fulfilling its mandate, the HEQC actively promotes discussion and debate about quality issues – especially in relation to the core functions of HEIs: teaching, research and community engagement – and these activities are located within the directorate of Quality Promotion and Capacity Development. The directorate takes responsibility for conceptualising and managing a number of activities and research projects with the participation of HEIs, research specialists and organisations involved in and concerned with higher education.

This Good Practice Guide on service-learning is one of several publications that the HEQC, in collaboration with JET Education Services (formerly Joint Education Trust), is devoting to community engagement in South African higher education. The other publications include: *Service-Learning in the Curriculum: A Resource for Higher Education Institutions*; *Service-Learning in the Disciplines: Lessons from the Field*; and *Perspectives on Community Engagement in Higher Education*.

The HEQC included community engagement in its work not only because community engagement is a core function of higher education but also because of the potential of community engagement to advance social development and social transformation agendas in higher education. HEIs vary widely in the way they locate and give effect to community engagement in their missions, and various approaches to and organisation of community engagement have emerged in South Africa. This publication focuses on one aspect of community engagement: service-learning. The publication benefits from the contributions of local and international specialists in terms of their different experiences of the practice of and approaches to service-learning in higher education.

The HEQC hopes that this publication will encourage debate and reflection among HEIs, and facilitate dialogue between HEIs and their stakeholders about the conceptualisation, role and organisation of community engagement within higher education in South Africa.

Dr Mala Singh
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June 2006

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FOREWORD

Since the release in 1997 of the White Paper on higher education, South African HEIs have explored new models for community engagement that improve their capacity to fulfil their institutional missions and create opportunities to contribute to the transformation of South African society. Implementing and institutionalising service-learning are among the most important activities that HEIs undertake to improve community engagement. When understood and applied correctly, community engagement and service-learning constitute serious academic work that enhances the most fundamental educational purposes: building knowledge. Assessing this work should be approached with the same seriousness.

This *Good Practice Guide* is a critical resource for developing the capacity of South African HEIs to manage the quality of service-learning at an institutional, faculty, programme and module level. The *Good Practice Guide* builds upon previous models and procedures for assessing service-learning and provides a set of tools that constitute a sound strategy for systematically monitoring accomplishments and improving practice at various levels. When the assessment of the quality of community engagement and service-learning is approached seriously, it will broaden conversations on campus and promote accountability for academic and societal outcomes. In South Africa, as elsewhere in the world, this is pioneering work that will evolve and develop over time. Thus, practitioners must assume responsibility for informing others – in South Africa and across the world – how to improve these approaches so that we, together, can build a knowledge base that becomes the scholarship of transformation.

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Bob Bringle is one of the leading scholars on community engagement and service-learning and has written extensively in the field. One of his primary research interests is the assessment of community engagement and service-learning.

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ABBREVIATIONS AND ACRONYMS

Ass	Associate
CHE	Council on Higher Education
CHESP	Community – Higher Education – Service Partnerships
CV	<i>Curriculum Vitae</i>
e-	electronic
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
ICT	Information and Communication Technology
INDI	Indicator
JET	JET Education Services [formerly Joint Education Trust]
MoU	Memorandum of Understanding
NQF	National Qualifications Framework
Perm	Permanent
SAQA	South African Qualifications Authority
USA	United States of America

INTRODUCTION: THE HEQC'S QUALITY ASSURANCE SYSTEM

In most countries the last five decades have witnessed fundamental changes in the relationships between HEIs, society and government. This has forced HEIs to redefine themselves in relation to broader societal expectations. A fundamental aspect of this redefinition has been the identification of different areas in relation to which HEIs are accountable to governments and societies.

In the case of South Africa, the changes in the relationship between HEIs and society were brought to the fore in the context of the democratic transition of the 1990s, and the concomitant identification by policy makers of various elements that would contribute to the reconstruction and development of a society weakened by racial discrimination, political oppression and social inequality. Thus, the most general aim of change in post-apartheid South Africa – the development of a just and democratic society, where the majority of the population can share in the wealth of the country and realise individual and collective potential – had to be translated into new missions, strategies and directions in discharging the core functions of HEIs.

This process of translation has been expressed in a host of legislation and policy initiatives, which have identified a number of goals broadly clustered under the concept of transformation. The purpose of the process of transforming higher education is the development of a higher education system that will:

- Promote equity of access and fair chances of success to all who are seeking to realise their potential through higher education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities;
- Meet, through well-planned and co-ordinated teaching, learning and research programmes, national development needs, including the high-skilled employment needs presented by a growing economy operating in a global environment;
- Support a democratic ethos and a culture of human rights by educational programmes and practices conducive to critical discourse and creative thinking, cultural tolerance, and a common commitment to a humane, non-racist and non-sexist social order; and
- Contribute to the advancement of all forms of knowledge and scholarship, and in particular address the diverse problems and demands of the local, national, southern African and African contexts, and uphold rigorous standards of academic quality. (White Paper, 1997: 11, 1.14)

The implementation of these goals is underpinned by three steering mechanisms – planning, funding and quality assurance – around which the national government has developed a broad range of policies and structures. Quality in the national policy for higher education is simultaneously seen as an objective of, and a medium for, the transformation of higher education. As a medium, quality is expressed through a complex set of principles, methodologies and tools crystallised in a quality assurance system whose main responsibility is to reassure individuals, civil society and the government that higher education providers openly, actively and systematically check, monitor, and improve the quality of their academic provision through a variety of means.

Since its launch in 2001, the HEQC has been working on implementing a national system of quality assurance based on a multifaceted approach. This approach is premised on the view that facilitating the achievement of improved quality in the provision of higher education is a powerful way of giving effect to the transformation objectives that inform the vision of education in a democratic South Africa: equitable access with success, and enhanced social responsiveness by HEIs.

A key premise of the quality assurance system proposed by the HEQC is that quality of provision is HEIs' main responsibility. At the same time, the HEQC takes into account the influence that each institution's historical trajectory, missions and aspirations have had on the state of the South African higher education system, its current capacities and future possibilities.

These considerations have led the HEQC to design a system of quality assurance in which programme accreditation (including national reviews), institutional audits, and quality promotion and capacity development, support and interact with one another as parts of a reasonably integrated system, whose objective is to sustain the improvement of the actual quality of provision.

The accreditation function of the HEQC focuses on evaluating the institutions' capacity and preparedness to offer good quality new academic programmes at all undergraduate and postgraduate levels from the point of view of their adherence to a series of minimum standards. National reviews focus, within an accreditation methodology, on assessing the academic provision of selected subjects or programmes at a national level from the point of view of, among other things, their academic governance, teaching and learning practices and the structure of the learning programme, against minimum standards agreed upon by peers and experts.

The focus of the HEQC audit function is quality management: the effectiveness of institutions' internal systems in facilitating continuous and systematic quality development and improvement in higher education and enhancing institutional capacity to plan, act and report on quality-related objectives and achievements (HEQC, 2004d: 5).

Finally, quality promotion and capacity development focus on building and strengthening institutional and systemic knowledge, skills and practices in quality assurance. This is to

enable HEIs to benefit from the implementation of a national quality assurance system by developing their own internal quality assurance mechanisms. The addition of a capacity development function to the national quality assurance agency in South Africa stems from the HEQC's recognition of the consequences that a history of discrimination and planned underdevelopment have had for some HEIs.

The production of good practice guides and manuals is part of the quality promotion and development focus of the HEQC. These guides are tools to help institutions develop their own internal quality assurance mechanisms. In undertaking this activity, as much as in undertaking the rollout of a national system of quality assurance, the HEQC is fully aware that quality assurance systems may be a necessary condition for achieving quality provision but that they are not a sufficient condition for producing quality teaching and learning, research and community engagement. The production of excellent graduates, cutting edge research and innovative community engagement programmes depends not only on the availability of efficient quality assurance mechanisms but also on the sustained nourishing of a community of students and scholars.

THE SERVICE-LEARNING PRIORITIES OF THE HEQC

THE HEQC'S QUALITY ASSURANCE SYSTEM

The HEQC's service-learning priorities are evident in the following quotations *from its Criteria for Institutional Audits* (2004a) and *Criteria for Programme Accreditation* (2004b).

FROM: CRITERIA FOR INSTITUTIONAL AUDITS

Criterion 7

(iv) In the case of institutions with service learning² as part of their mission:

- Service learning programmes which are integrated into institutional and academic planning, as part of the institution's mission and strategic goals;
- Adequate resources and enabling mechanisms (including incentives) to support the implementation of service learning, including staff and student capacity development; and
- Review and monitoring arrangements to gauge the impact and outcomes of service learning programmes on the institution, as well as on other participating constituencies. (HEQC, 2004a: 11)

Criterion 18

Quality-related arrangements for community engagement are formalised and integrated with those for teaching and learning, where appropriate, and are adequately resourced and monitored.

In order to meet this criterion, the following are examples of what would be expected:

- (i) Policies and procedures for the quality management of community engagement.
- (ii) Integration of policies and procedures for community engagement with those for teaching and learning and research, where appropriate.
- (iii) Adequate resources allocated to facilitate quality delivery in community engagement.
- (iv) Regular review of the effectiveness of quality-related arrangements for community engagement. (HEQC, 2004a: 19)

² 'Service-learning' appears without the hyphen in the HEQC documents.

FROM: *CRITERIA FOR PROGRAMME ACCREDITATION*

3.1.1 Programme design

Criterion 1: The programme is consonant with the institution's mission, forms part of institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.

In order to meet the criterion, the following is required at minimum: [...]

(x) In the case of institutions with service learning as part of their mission:

- Service learning programmes are integrated into institutional and academic planning, as part of the institution's mission and strategic goals.
- Enabling mechanisms (which may include incentives) are in place to support the implementation of service learning, including staff and student capacity development. (HEQC, 2004b: 7-8)

GOOD PRACTICE GUIDE FOR MANAGING THE QUALITY OF SERVICE-LEARNING

PURPOSE OF THE GUIDE AND INTENDED TARGET AUDIENCE

This Guide presents a framework for managing the quality of service-learning at South African HEIs. The Guide has been developed as a resource for HEIs, to guide the development and implementation of service-learning activities and to be employed as an internal system for managing the quality of service-learning. The focus is on the policies, structures and data that would facilitate the development, implementation, monitoring and review of the quality of higher education service-learning programmes in a manner that will advance the institution's mission and goals, and addresses individual and societal transformation challenges.

The Guide is structured to be of relevance to administrators, quality managers, and academic planners; as well as to deans and heads of faculties, schools and departments; and to programme and module coordinators and academics generally. It is important to note that the Guide is not a prescriptive checklist or an expansion of the HEQC's criteria, but should be adapted and applied in a way that is sensitive to institutional context and mission. This is in alignment with the key principle, adopted by the HEQC, that HEIs are responsible for quality and for its management and improvement. The intention is that this Guide will help institutions to achieve standards for service-learning management on the institutional, faculty/ school, programme/ qualification and module/ course levels, so that institutions can map a trajectory of innovation, enhancement, improvement and transformation.

USING THE GUIDE

How the Guide is used depends on the level of service-learning development within the institution:

- Institutions that have already established service-learning as a core function and already have a system for managing the quality of service-learning can use the Guide to validate the effectiveness of their system.
- Institutions that do not have in place an established service-learning function or a system for managing the quality of service-learning, can use the Guide as a resource providing invaluable guidelines for establishing and implementing such a system.

The Guide provides a framework and mechanisms for managing the quality of service-learning at the various levels. It attempts to be comprehensive regarding service-learning as practised at the various HEIs in South Africa. However, because of the ever-changing face of higher education and the varied nature of systems for managing quality, the Guide cannot be seen as exhaustive. It should also be interpreted as flexible and sensitive, with due regard for the institutional mission and the context in which a particular institution operates. The ‘recommended indicators and arrangements for managing quality’ and the ‘reflective questions’ are not prescriptive, and should rather be used as conceptual resources and heuristic tools to assist in the identification and prioritisation of key quality concerns that may arise from the institutions’ own, unique contexts.

IMPLEMENTING THE GUIDE

This Guide is to be read in conjunction with the self-evaluation instruments (institutional, faculty/ school, programme/ qualification and module/ course levels), which consist of indicators and evaluative questions to enable an institution to validate its service-learning function and activities. It is this information that will serve as evidence of an institution’s claims in response to the HEQC audit criteria relating to managing quality of community engagement in general, and service-learning in particular.

Again, however, it should be noted that this is a *guide* to good practice of service-learning and does NOT form part of the official HEQC audit process. Nevertheless, the Guide could be included in the audit framework for institutions that wish to do so. In such cases the Good Practice Guide and Self-Evaluation Instruments should be used in such a way that they promote an approach to improving quality in higher education that is based on reflection, analysis and scholarship.

SCOPE

This Guide focuses on the service-learning component in two main areas:

- The links between the mission of the institution and planning, resource allocation and management of quality management;
- The core functions of the institution: teaching and learning, research, and community engagement.

While addressing the same broad concerns and following the same logic as the HEQC’s broad audit criteria, this Guide should not be seen as an extension of those audit criteria (which are developmental), or of the HEQC’s programme criteria (which set minimum standards). Rather, without intending to be prescriptive the Guide puts forward a much more detailed set of guidelines for good practice in service-learning.

Thus, the Guide addresses institutional policies, systems, strategies, processes and activities for managing the quality of the core function of service-learning, including relevant academic support services. The Guide considers arrangements for: quality assurance; quality support; quality development and enhancement; and quality monitoring. In summary, the Guide looks at:

- The development and operation of institutional policies for managing quality and systems for service-learning;
- The extent of the institutional knowledge about policies for managing quality and systems for service-learning;
- The effective use of the systems in promoting, developing and improving quality; and
- Evidence (indicators of success and evidence of effectiveness) to be provided by the institution for claims made about service-learning activities.

EVALUATIVE STAGES AND INSTITUTIONAL LEVELS FOR MANAGING THE QUALITY OF SERVICE-LEARNING

Managing quality in the core functions of higher education institutions involves four evaluative stages, namely (1) input, (2) process, (3) output and impact, and (4) review. Therefore, these evaluative stages should form the basis of the framework for managing the quality of service-learning:

- INPUT with regard to the development of service-learning (i.e. mission statement and values; policies and regulations; structures; resources; and strategic and action plans);
- PROCESS-related arrangements for the implementation of service-learning (i.e. management strategies, implementation support, capacity building, and partnership development);
- Monitoring and evaluation to gauge the OUTPUT and IMPACT of service-learning; and
- REVIEW of service-learning modules/ courses.

In line with the HEQC expectations and procedures, self-evaluation should form the primary mechanism for managing the quality of service-learning in the different functional units. Such self-evaluation should be complemented and validated by external peer evaluation. If necessary, this process must be followed by an improvement and development plan with actions to address the gaps or weaknesses identified during the evaluation process.

In terms of managing quality, four levels on which service-learning functions within HEIs have been identified:

- The institutional level;
- The faculty/ school level;
- The programme/ qualification level; and
- The module/ course level.

The self-evaluation instruments for managing the quality of service-learning, presented in this Guide, have been developed in order to make provision for good practice indicators at each of these levels. Differences in terms of usage of the concepts ‘faculty/ school’, ‘programme/ qualification’ and ‘module/ course’ by the various HEIs are provided for throughout the Guide.

COMMUNITY ENGAGEMENT AND SERVICE-LEARNING

Note: This section of the Guide was contributed by JET Education Services and does not necessarily reflect the policies, views or practices of the HEQC.

The White Paper on Higher Education (1997) laid the foundations for making community engagement an integral and core part of higher education in South Africa. As already noted, the White Paper makes specific reference to the role of community engagement within the overarching task of transforming the higher education system. The White Paper urges HEIs to make their expertise and infrastructure available for community service programmes – in the interests of demonstrating social responsibility and a commitment to the common good. As we have seen, the following is also included as being one of the goals of higher education:

To promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes. (1997: 10)

The White Paper shows receptiveness to the growing interest in community service programmes for students, and provides in-principle support to “feasibility studies and pilot programmes which explore the potential of community service in higher education” (1997: 18).

The HEQC Founding Document (2001) has identified academically based community service – along with teaching and learning, and research – as one of the three areas for the quality assurance of higher education. The HEQC’s priorities with regard to service-learning are evident in both its *Criteria for Institutional Audits* (2004a) and *Criteria for Programme Accreditation* (2004b).³

COMMUNITY ENGAGEMENT

Since the release of the White Paper (1997), the debate on community engagement in South African higher education has sharpened its focus, defining community engagement not as one of the three silos of higher education along with teaching and research, but as an *integral* part of teaching and research – as a mechanism to infuse and enrich teaching and research with a deeper sense of context, locality and application. Along with this change in perception, the terminology used for community service has shifted from ‘community service’ to ‘academically based community service’, to ‘community engagement’ and to ‘scholarship of engagement’.

³ Refer to the earlier section of this Guide: THE SERVICE-LEARNING PRIORITIES OF THE HEQC.

In his renowned book, *Scholarship Reconsidered*, Ernest Boyer (1990) proposes four necessary and interrelated forms of scholarship that, together, amount to what is increasingly referred to as “scholarship of engagement” (Boyer, 1996). The first and most familiar element in Boyer’s model is termed “scholarship of discovery”. It closely resembles the notion of research and contributes to the total stock of human knowledge.

The second element is referred to as “scholarship of integration” and underscores the need for scholars to give meaning to their discovery by putting it in perspective and interpreting it in relation to other discoveries and forms of knowledge. This means making connections across disciplines and interpreting data in a larger intellectual and social context.

The third element is labelled “scholarship of application”. It makes us aware of the fact that knowledge is not produced in a linear fashion. The arrow of causality can, and frequently does, point in both directions; that is, theory leads to practice and practice leads to theory. Community engagement, viewed and practised as a scholarly activity, provides the context for a dialogue between theory and practice through reflection.

The final element in Boyer’s model is referred to as “scholarship of teaching”. Within the framework of a scholarship of engagement, the traditional roles of teacher and learner become somewhat blurred. What emerges is a learning community including community members, students, academic staff and service providers.

In the Glossary of the HEQC’s *Framework for Institutional Audits* (June 2004d: 15) ‘community engagement’ is defined as follows:

Initiatives and processes through which the expertise of the higher education institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (service-learning programmes).

Consequently, it can be argued that community engagement, as a scholarly activity, is of critical importance both in shaping our students and future citizens and in producing knowledge that is the most relevant and useful to the South African context. Community engagement can take on many different forms and shapes within the context of higher education, as is illustrated in figure 1. These forms include distance education, community-based research, participatory action research, professional community service and service-learning. In its fullest sense, community engagement is the combination and integration of service with teaching and learning (e.g. service-learning), professional community service by academic staff and participatory action research applied simultaneously to identified community development priorities.

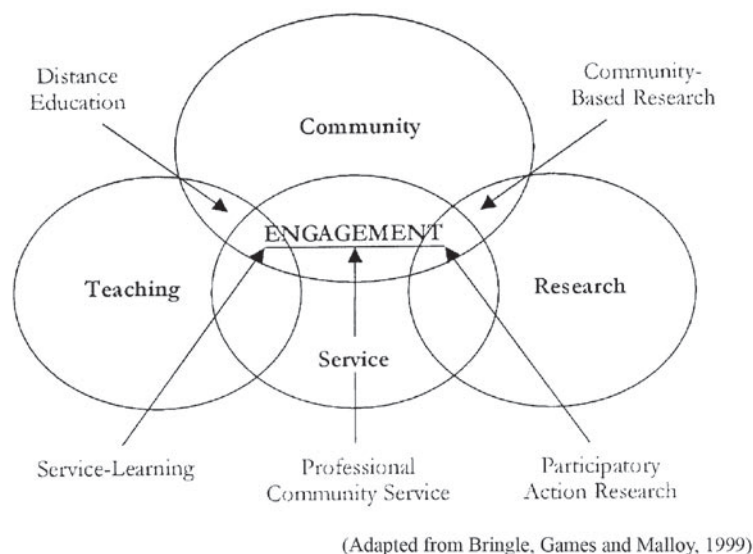


Figure 1: Types of Community Engagement

Ideally, the circles indicating Teaching and Research should overlap. In this way an overlapping nexus between Teaching/ Learning, Service and Research will be formed; this nexus will then be indicative of the field where there is full integration of the three core functions of higher education.

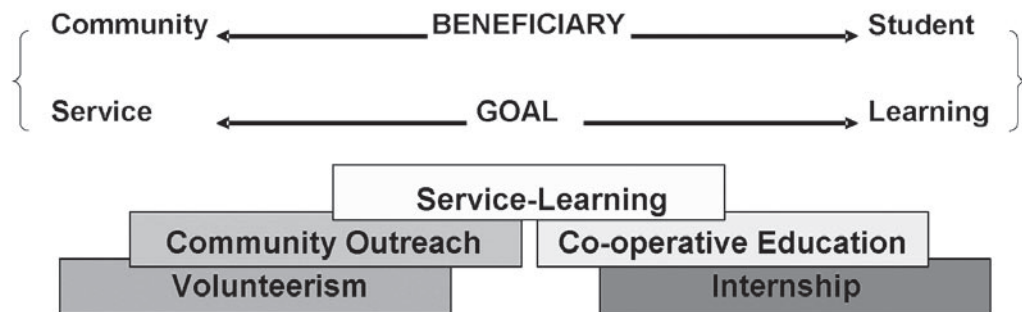
Although the main focus of this Guide is on service-learning, many of the recommendations and guidelines, particularly at the institutional and faculty levels, are applicable to other types of community engagement. For example, it is recommended that HEIs have an institution-wide policy on community engagement. It is anticipated, however, that these policies would be inclusive of, but not necessarily exclusive to, service-learning. For this reason, a wider look at all types of community engagement in the context of higher education is valid, in order to gain a better understanding of service-learning.

A TYPOLOGY OF STUDENT COMMUNITY ENGAGEMENT

Numerous terms and definitions are used to describe various forms of student community service (or engagement) in higher education. These forms may be placed on a continuum between two important distinctions, namely:

- the primary *beneficiaries* of the service (i.e. community or student); and
- the primary *goal* of the service (i.e. community service or student learning).

Figure 2 (below) identifies the various forms of student community engagement and places them on a continuum as explained.



(Adapted from Furco, 1996)

Figure 2: Distinctions among Student Community Engagement Programmes

It must be emphasised, however, that the above categories of community engagement are not necessarily discrete or mutually exclusive. For example, the boundaries between ‘volunteerism’ and ‘community outreach’; ‘internships’ and ‘co-operative education’; ‘community outreach’ and ‘service-learning’; and finally ‘co-operative education’ and ‘service-learning’ are often blurred, and programmes may shift one way or the other on this continuum. A characteristic common to all of the above forms of community engagement is that they all embrace a measure of experiential learning.

Volunteerism is an engagement of students in activities where the primary beneficiary is the recipient *community* and the primary goal is to provide a *service*. Volunteer programmes are essentially altruistic by nature. Although students may learn from these programmes, they are generally not related to, or integrated into, the student’s field of study. Volunteer programmes are thus essentially extra-curricular activities, taking place during holidays and outside tuition time. Students generally do not receive academic credit for participation in such programmes and they are generally funded by external donors and through student fundraising. Programmes are generally relatively small in scale and have a loose relationship with the HEI. In a context where the need is great, such programmes have a marginal role, in terms of both service and human resource development.

Community outreach is also an engagement of students in activities where the primary beneficiary is the recipient *community* and the primary goal is to provide a *service*. However, these programmes involve more structure and commitment from students and result to a larger extent than in the previous category in student learning. These programmes are generally initiated from within the HEI by a department or a faculty, or as an institution-wide initiative. In some cases recognition is given, either in the form of academic credit or in the form of research publications. As the service activities become more integrated with the academic coursework of the students, and as the student begins to engage in formal intellectual discourse about service issues, the programme moves closer to the centre of the continuum to become more

like service-learning. One of the main features distinguishing academically-based community outreach programmes from service-learning is that the former tends to be a distinct activity and initiative of the HEIs, whereas the latter is fully integrated into the curriculum. In other words, service-learning is not seen as an ‘outreach’ activity; it is seen as an integral and inseparable part of the higher education curriculum.

On the other extreme of the continuum (figure 2), **internships** engage students in activities where the primary beneficiary is the *student* and the primary goal is student *learning*. Internships are intended to provide students with hands-on practical experience that will enhance their understanding of their area of study, achieve their learning outcomes and provide them with vocational experience. Generally, internships are fully integrated with the student’s curriculum. Internships (also referred to as ‘clinical practice’ in some instances) are used extensively in many professional programmes such as Social Work, Medicine, Education, and Psychology.

Likewise, the primary beneficiary of **co-operative** education programmes is the *student* and the primary goal is student *learning*. Co-operative education provides students with co-curricular opportunities that are related to, but not always fully integrated with, the curriculum. The primary purpose of co-operative education is to enhance the students’ understanding of their area of study. Co-operative education is used extensively in universities of technology throughout South Africa. It should be stressed that the primary differences between co-operative education and service-learning lie not necessarily in differing methodologies but in the nature of student placements and the desired outcomes. Co-operative student placements are essentially within *industry* whereas service-learning placements are within *service agencies* or directly in the *community*. Whereas the desired outcome of co-operative education is essentially student learning, service-learning includes the additional goal of providing a service to the community. Nevertheless, in terms of student learning outcomes, both co-operative education and service-learning share the goal of enriching the students’ understanding of the course content and discipline.

Service-learning modules or courses engage students in activities where *both the community and student* are primary beneficiaries and where the primary goals are to provide a *service* to the community and, equally, to enhance student *learning* through rendering this service. Reciprocity is therefore a central characteristic of service-learning. The primary focus of programmes in this category is on integrating community service with scholarly activity such as student learning, teaching, and research. This form of community engagement is underpinned by the assumption that service is enriched through scholarly activity and that scholarly activity, particularly student learning, is enriched through service to the community. Unlike the other categories of community engagement described above, service-learning is entrenched in a discourse that proposes the development and transformation of higher education in relation to community needs. Terms often used for this form of community engagement are ‘service-learning’, ‘academic service-learning’, ‘academic community service’, and ‘community-based learning’.

SERVICE-LEARNING

While the above types of experiential learning include aspects of community engagement, some (i.e. volunteerism; community outreach) emphasise community service while others (i.e. internships; co-operative education) emphasise student learning. Service-learning represents a balanced approach to, and an integration of, community service and student learning.

There are numerous definitions of service-learning in the literature. One of the most commonly cited (Bringle and Hatcher, 2004: 127) defines the activity of service-learning as:

a course-based, credit-bearing educational experience in which students:

- Participate in an organised service activity that meets identified community goals.
- Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

In the Glossary of the HEQC's *Criteria for Institutional Audits* (HEQC, 2004a: 26) 'service learning' is defined as:

applied learning which is directed at specific community needs and is integrated into an academic programme and curriculum. It could be credit-bearing and assessed, and may or may not take place in a work environment.

Within the service-learning context, 'communities' refers to those specific, local, collective interest groups that participate in the service-learning activities of the institution. Such communities are regarded as partners (i.e. no longer as 'recipients'), who have a full say in the identification of service needs and development challenges. Such communities also: participate in defining the service-learning and development outcomes; identify the relevant assets that they have in place; evaluate the impact; and contribute substantially to the mutual search for sustainable solutions to challenges. In the South African context the members of such 'communities' will generally be disadvantaged, materially poor inhabitants of under-serviced urban, peri-urban or rural areas. In many instances these communities may be accessed most efficiently through service sector organisations such as government or state departments, as well as non-governmental, community-based or faith-based organisations.

The field of experiential education is the pedagogical foundation of service-learning. To ensure that service promotes substantive learning, service-learning connects students' experience to reflection and analysis in the curriculum (Duley, 1981). Service-learning points to the importance of contact with complex, contemporary social problems and efforts to solve them as an important element of a complete education. It invokes the theories of Bandura (1977), Coleman (1977), Dewey (1963), Freire (1970, 1973), Kolb (1984), Argyris and Schön (1978), Resnick (1987), Schön (1983, 1987) and others to explain its pedagogical foundations and practice. As Dewey states, this process at least results in a 'reconstruction' of experience (as in the formulation of the Newtonian laws of motion, or in Einstein's reformulation), a

recodifying of habits (as in overcoming racial bias), and an ongoing questioning of old ideas (a habit of learning experientially). Thus experiential learning so pursued transforms students, helps them revise and enlarge knowledge, and alters their practice. It affects the aesthetic and ethical commitments of individuals and alters their perceptions and their interpretations of the world (Keeton, 1983). With this pedagogy, community engagement and academic excellence are “not competitive demands to be balanced through discipline and personal sacrifice [by students], but rather [...] interdependent dimensions of good intellectual work” (Wagner, 1986: 17). The pedagogical challenge is “devising ways to connect study and service so that the disciplines illuminate and inform experience and experience lends meaning and energy to the disciplines” (Eskow, 1979: 21).

Taking its cue from the White Paper’s call for feasibility studies and pilot programmes to explore the potential of community engagement in higher education, JET has, over the past four years, supported the development, monitoring, evaluation and research of 182 credit-bearing courses that incorporate the principles and practice of service-learning (see table 1, below). Collectively, these courses included 39 different academic disciplines and almost 7 000 students ranging from first year to Master’s level (see table 2, below). The purpose of this research was to generate data that would inform higher education policy and practice at the national, institutional and programmatic levels. The recommendations presented in this Guide were generated through the above research process. Emerging from both JET’s research on service-learning and the international literature, the following *key principles and practices* have been identified as critical to the success of community engagement through service-learning.

Factors considered critical at an **institutional level** are:

- *Mission statement*: Are community engagement and service-learning as an integral part of teaching and research included in the institution’s mission statement?
- *Institutional policies*: Does the institution have a policy regarding its commitment to community engagement? Do its staff promotion and reward policies encourage community engagement?
- *Institutional strategies*: Does the institution have an explicit strategy to operationalise its mission statement and community engagement policies?
- *Partnerships*: Does the institution have established and collaborative working relationships with local and regional authorities, non-governmental and governmental service agencies and civic organisations? These partnerships provide the potential for an overarching framework and strategy for community engagement and service-learning.
- *Notion of scholarship*: Does the institution recognise community engagement as a scholarly activity contributing towards teaching, research and the production of knowledge?
- *Allocation of resources*: Does the institution allocate resources such as physical space, human resources and operating costs to the implementation of its community engagement strategy?

- *Enabling mechanisms:* Has the institution established mechanisms to facilitate the implementation of its community engagement strategy and to assist academic staff to include the principles and practice of service-learning in academic programmes? Generally these enabling mechanisms may include an office with personnel dedicated to the implementation of the institution's community engagement strategy and the support of academic staff.

**Table 1:
Courses participating in JET's research**

DISCIPLINE	NUMBER OF COURSES
Agriculture	14
Architecture	6
Economic Sciences	11
Education	26
Engineering	7
Health Sciences	36
Human Sciences	62
Law	7
Natural Sciences	12
TOTAL	181

**Table 2:
Number and level of students participating in JET's research**

STUDENT LEVEL	NUMBER OF STUDENTS
1st year	1 577
2nd year	1 093
3rd year	1 599
4th year	2 238
Master's	423
TOTAL	6 930

In JET's experience of working with ten HEIs over the past few years the above criteria are critical to creating an institutional climate and context conducive to the implementation of community engagement as an integral part of teaching and learning. At a course (or module) level critical factors determining the success of service-learning include the following:

- *Reciprocity:* Is there reciprocity between those served and those who learn, that is, between communities and their needs for assistance, on the one hand, and HEIs and their desires to augment student learning and research on the other? Service-learning programmes should include and address both service and learning outcomes – that is, outcomes to be achieved with regard to the community and with regard to the students.
- *Collaboration:* Is the course designed, implemented and assessed collaboratively with the participating community and service agencies? Collaboration and the development of partnerships are critical to the success and sustainability of service-learning.
- *Needs assessment:* Is the course informed by an assessment of community needs? It is important that the service objectives of the course are aligned with the needs expressed by the participating community. A community needs assessment is often built into the course design as one of the first student tasks. The community needs assessment introduces students to some basic research principles and provides the students with an opportunity to build relationships in the community before the implementation of an intervention/ service.

- *Alignment of service and learning goals:* In order for effective service and learning to be achieved, alignment between service and learning goals is critical. Service can only inform learning and likewise learning can only inform service to the extent that these are aligned.
- *Student placements:* Is the student placement suited to the desired service and learning outcomes? Is there adequate and appropriate supervision for students at the site? Have those responsible for student supervision been adequately prepared, recognised and rewarded?
- *Student orientation:* Have students been adequately prepared for their community placement? Do they know what is expected when they arrive at their community placement?
- *Role clarification:* Are the roles and responsibilities of all participants (i.e. academic staff, students, community, and service agencies) explicit and clear to themselves and to others? Students should be adequately prepared for their community placement and the service they intend to provide.
- *Reflection:* Has adequate time been set aside for structured critical reflection on the service experience and its illumination of the theory presented in the course? Structured reflection is a central and essential part of any course that includes service-learning. It is through critical reflection that service informs theory and theory informs service.
- *Logistics:* Have proper and effective arrangements been made with regard to the logistics of the course, including student timetables, transport etc.? Community placements often require extensive logistical arrangements.

The above criteria include some of the most important factors contributing to the successful implementation of community engagement through service-learning in South African higher education. These factors are unpacked further in the recommendations for good practice of service-learning presented in this Guide.

GOOD PRACTICE GUIDELINES: RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING THE QUALITY OF SERVICE-LEARNING

The following recommended indicators can serve as guidelines for good practice relevant to the different levels within the institution on which service-learning functions:

- The institutional level;
- The faculty/ school level;
- The programme/ qualification level; and
- The module/ course level.

In subsequent sections of the Guide, evaluation instruments for the various levels provide appropriate reflective questions and examples of evidence that can be adapted by institutions for self-review purposes.

It should be pointed out at this stage that the application of the framework does not imply that each component needs to be discussed in full at each level. So, for example, an institution could have a service-learning funding policy that cuts across all levels of service-learning.

INSTITUTIONAL LEVEL GUIDELINES

Institutional Input

Indicator 1:

The institution's mission, purpose and goals with regard to service-learning are indicative of its responsiveness to the local, national and international context.

- 1.1 Service-learning (and, if relevant, community engagement more generally) that is fully integrated with teaching, learning and research is part of the institution's mission, purpose and strategic goals.
- 1.2 The institutional commitment to service-learning, as expressed in its mission, purpose and strategic goals, is responsive to and aligned with local, national and international priorities.
- 1.3 The strategic priorities and transformation goals of the institution provide adequately for the development and implementation of service-learning.
- 1.4 The institution's philosophy and values include the notion of service-learning as a scholarly activity (e.g. in terms of a scholarship of engagement), and service-learning is afforded due recognition.

Indicator 2:

The institution's commitment to service-learning is reflected in policies, procedures and strategic planning.

- 2.1 The institution has an inclusive policy giving effect to its commitment to service-learning.
- 2.2 There is synergy between and integration of the various institutional policies with regard to service-learning.
- 2.3 The institution's commitment to service-learning is reflected in its strategic planning, with clearly defined procedures, time frames, responsibilities, reporting and communication arrangements.
- 2.4 Effective mechanisms for managing the quality of service-learning are implemented.

Indicator 3:

The institution's leadership, management structures and organisational apparatus reflect its commitment to service-learning.

- 3.1 The institution has purposeful leadership and/or line management and dedicated structures to create an enabling environment for community engagement in general, and service-learning in particular.
- 3.2 There exist adequate management structures to facilitate the development of co-operative partnerships with external stakeholders in order to develop quality service-learning modules.
- 3.3 There are institution-wide structures that take responsibility for the planning, implementation and review of service-learning.

Indicator 4:

There is adequate resource allocation for delivering quality service-learning as part of the institution's core functions.

- 4.1 The institution has a clear policy and procedures to ensure that funding (financial resources) for service-learning is adequate and allocated appropriately.
- 4.2 The recruitment, appointment and performance management of staff are aligned with the institution's need for special expertise in the development, coordination and promotion of service-learning.
- 4.3 Provision for infrastructure and information resources is indicative of the institution's commitment to service-learning.

Indicator 5:

Engagement, collaboration and partnerships are cornerstones of the institution's service-learning objectives.

- 5.1 The institution has effective structures and processes for the identification and formulation of regional engagement and collaboration.
- 5.2 The institution has clear guidelines on partnership agreements with communities and the service sector, which accommodate service-learning initiatives.
- 5.3 The institution collaborates and networks at regional, national and international levels with other HEIs engaged in service-learning.

Institutional Process*Indicator 6:*

Service-learning is managed, facilitated and coordinated effectively at institutional level.

- 6.1 There is reciprocity, continuous communication and effective coordination among internal and external service-learning stakeholders.
- 6.2 Service-learning is accommodated in the institution's management information system for effective integration as a core function.
- 6.3 Management of resource utilisation for service-learning is dealt with by the appropriate institution-wide structures.

Indicator 7:

There is adequate institutional support for the development and implementation of service-learning.

- 7.1 There is adequate service-learning capacity building and development for staff.
- 7.2 The institution has clear guidelines for student development to ensure that students are adequately motivated and prepared to enter programmes that include service-learning courses.
- 7.3 The institution has specific opportunities or programmes for capacity building with regard to service-learning for partners and other external participants or stakeholders.
- 7.4 There is institutional recognition for excellence and innovation with regard to service-learning, for staff, students and external partners/ participants.

Indicator 8:

The institution supports service-learning as a means to promote contextualised, relevant teaching and learning.

- 8.1 The institution provides adequate, ongoing support to promote good practice in teaching and learning through the pedagogy of service-learning.

- 8.2 Service-learning is supported as a vehicle for academic transformation in the direction of more contextualised curricula and learning materials, orientated towards South Africa and Africa.
- 8.3 The institution ensures the assessment of students' service-learning is appropriate, contextualised and includes input from external partners.

Indicator 9:

There is institutional support for research on and through service-learning.

- 9.1 Staff members and postgraduate students are encouraged and supported to conduct research on and through service-learning.
- 9.2 The institution encourages the sharing and dissemination of the findings of service-learning research to academic colleagues and external partners (communities and the service sector).
- 9.3 The institution actively supports and creates opportunities for participatory, interdisciplinary, inter-institutional and international research collaboration, specifically within the context of service-learning.

Institutional Output and Impact

Indicator 10:

Monitoring and evaluation of service-learning are conducted to gauge its output and impact.

- 10.1 Quality arrangements for community engagement in general, and service-learning in particular, are formalised and integrated with those of teaching and learning.
- 10.2 The impact of service-learning on student recruitment, retention and throughput is monitored and evaluated annually.
- 10.3 The institution has clear and consistent procedures to evaluate the contribution of service-learning as a competitive advantage in responding to local, regional and national priorities.

Institutional Review

Indicator 11:

Review of service-learning takes place for continuous improvement and innovation.

- 11.1 The institution implements a formalised cycle of review and benchmarking of its status with regard to the delivery of quality service-learning.
- 11.2 The service-learning policy that exists is regularly reviewed and refined in a process that includes all relevant stakeholders.
- 11.3 The institution supports the dissemination of outcomes of its service-learning initiatives to external partners in order to promote reciprocity, accountability and transparency.

FACULTY/ SCHOOL LEVEL GUIDELINES

Faculty/ School Input

Indicator 1:

Vision, mission, goals and objectives are responsive to context.

- 1.1 The faculty's commitment to service-learning is expressed in its vision and mission.
- 1.2 The faculty's service-learning policy, strategic plan(s) and procedures are responsive to the institutional strategic priorities and transformation goals.

Indicator 2:

Strategic plan(s), procedures and criteria reflect commitment to service-learning.

- 2.1 Service-learning is an integral part of the faculty's statement on teaching and learning, and research.
- 2.2 A strategic plan, with realistic targets, time frames and responsibilities, is in place for service-learning.
- 2.3 There is synergy between service-learning and the various teaching, learning, research, assessment and quality assurance strategic plans, procedures and activities of the faculty.

Indicator 3:

Organisational and management structures provide for service-learning.

- 3.1 Curriculum design and regulations clearly provide for service-learning.
- 3.2 There are clear instructions and criteria for the approval and implementation of new service-learning initiatives.
- 3.3 The faculty has a committee/ system/ structure in place for managing service-learning.

Indicator 4:

Resources: funding, staff and infrastructure.

- 4.1 The responsibilities of the faculty for the planning and allocation of resources for service-learning are clearly stipulated and acted on.
- 4.2 Resource allocation for service-learning is adequate.
- 4.3 Resource implications of running a new module are considered prior to its approval.
- 4.4 The recruitment, appointment and performance management of staff are aligned with the faculty's need for special service-learning expertise.

Indicator 5:

Regional collaboration and partnerships: communities, the service sector, and other HEIs.

- 5.1 The faculty or appropriate structure has partnership arrangements in place with service providers and communities to support service-learning.
- 5.2 Partnership arrangements and collaboration are aligned with the faculty's broad community engagement initiative/ plan.
- 5.3 Module planning and approval take into account the needs and requirements of communities and service providers.

Faculty/ School Process

Indicator 6:

Service-learning is managed, facilitated and coordinated.

- 6.1 There are structures (e.g. a committee) to oversee the planning and management of service-learning.
- 6.2 Service-learning activities are coordinated for maximum effectiveness and to encourage inter-disciplinary collaboration.

Indicator 7:

There is support (for staff, students and partners) for development, delivery and implementation.

- 7.1 Staff are supported in the day-to-day administration and implementation of service-learning activities (e.g. by a fulltime official).
- 7.2 There are structures (expertise/ office/ staff) to assist with the design and development of service-learning study materials.
- 7.3 Students are adequately motivated and prepared to enter service-learning activities.
- 7.4 Transport to and from the communities/ service providers is available to students.

Indicator 8:

There is support for relevant teaching, learning and assessment.

- 8.1 Appropriate training is available to staff responsible for facilitating and teaching service-learning modules.
- 8.2 There are regular discussion forums/ sessions for staff involved in service-learning.
- 8.3 Existing assessment policies (instruments, criteria and methods) include requirements specific to service-learning.

Indicator 9:

There is support for service-learning research.

- 9.1 The faculty actively works to ensure that service-learning research is adequately funded.
- 9.2 The faculty rewards accredited research outputs on and through service-learning.
- 9.3 The faculty encourages the dissemination of service-learning research findings (including conference papers, and both popular and scholarly articles) to academic colleagues and external partners.

Faculty/ School Output and Impact*Indicator 10:*

Monitoring and evaluation of service-learning are conducted to gauge its output and impact.

- 10.1 The implementation of service-learning modules is monitored and evaluated on a regular basis.
- 10.2 The impact on participating constituencies and the outcomes of service-learning modules are monitored.
- 10.3 All students are engaged in at least one service-learning module during their academic training.

Faculty/ School Review*Indicator 11:*

Review of service-learning takes place for continuous improvement and innovation.

- 11.1 The service-learning strategic plan(s) and procedures are regularly reviewed and refined.
- 11.2 Funds are available for the development of new and improved service-learning initiatives.
- 11.3 Instruments/ methods/ management information systems are available to monitor, evaluate and review the faculty's service-learning activities.

PROGRAMME/ QUALIFICATION LEVEL GUIDELINES

Programme Input

Indicator 1:

The programme is aligned with the aspects of the faculty's mission and purpose relating to service-learning.

- 1.1 The programme has a definite service-learning component in the form of a separate module(s) or integrated service-learning units of existing modules.
- 1.2 There is clear alignment of the programme's service-learning component with the faculty's statements on service-learning (e.g. in the mission statement/ teaching and/or learning policy or procedure/ community engagement policy etc.).

Indicator 2:

The programme composition reflects the commitment of the faculty and relevant departments to service-learning.

- 2.1 The programme's service-learning component was planned at the same time as the programme as a whole or, in cases where the service-learning component was added later, integration with the rest of the modules was successful.

Indicator 3:

The programme's organisational and management structure reflects its commitment to service-learning.

- 3.1 The programme management team includes an expert on service-learning, on a consultative/ co-option basis at the very least.
- 3.2 At least one other programme management team member keeps abreast of the latest developments in service-learning/ community engagement.

Indicator 4:

The programme's resource allocation reflects its commitment to service-learning.

- 4.1 Allocation of staff hours to the service-learning component of the programme is adequate and realistic.
- 4.2 Staff who are assigned to the service-learning component of the programme are capacitated to execute their tasks efficiently.
- 4.3 Funds allocated to the service-learning component are adequate to implement it effectively.

Programme Process

Indicator 5:

Teaching and learning in the service-learning components of the programme are indicative of innovation and appropriate educational design principles.

- 5.1 High-quality learning material that is relevant to the African context is developed for the service-learning component of the programme.
- 5.2 Lecturers are empowered on a continuous basis to facilitate service-learning appropriately and effectively.

Indicator 6:

Research related to service-learning is actively promoted and facilitated in the programme.

- 6.1 Research is viewed by staff as an integral part of effective teaching in service-learning.
- 6.2 Evidence exists of research projects focused on service-learning within the programme.

Indicator 7:

Student participation in the service-learning component of the programme is assessed in an appropriate, fair and authentic way.

- 7.1 The service-learning component of the programme includes varied and authentic continuous assessment structures.
- 7.2 Stakeholders other than the lecturers are involved in the assessment of students and such stakeholders are trained in fair assessment practices.
- 7.3 Assessment opportunities are aligned with the outcomes of the service-learning component.
- 7.4 Students receive feedback within a reasonable time after assessment.

Indicator 8:

Service-learning is managed, facilitated and coordinated effectively within the programme as a whole.

- 8.1 There exist good communication and coordination among all stakeholders involved in the service-learning component.
- 8.2 Students are informed regarding all arrangements pertaining to service-learning.
- 8.3 There is support for students in order to improve the success rate.

Indicator 9:

The infrastructure and library resources of the institution/ faculty/ programme are indicative of the importance placed on service-learning.

- 9.1 There are enough books/ journals/ documents related to service-learning and community engagement in the library.
- 9.2 Transport to and from the community/ service provider is readily available to students.

Programme Output and Impact

Indicator 10:

Student retention, throughput rates and programme impact receive adequate attention in the programme.

- 10.1 Student retention and throughput numbers are monitored on an annual basis.
- 10.2 Impact studies are conducted to determine the service-learning component's impact on students, on the service providers and on the community involved.

Programme Review

Indicator 11:

The service-learning components of the programme are reviewed in an appropriate manner.

- 11.1 A formalised cycle to review the service-learning aspects of the programme has been developed and implemented.

MODULE/ COURSE LEVEL GUIDELINES

Module Input

Indicator 1:

Partnerships are designed to be collaborative.

- 1.1 Care is taken to identify and select appropriate partners that fit the outcomes for student learning, while also meeting the outcomes, resources and needs of the partners.
- 1.2 Partners are recognised and validated, through clarification of roles, expectations and benefits.

Indicator 2:

Service-learning is integrated in the curriculum.

- 2.1 The service-learning module conforms to institutional curriculum requirements and legislation.
- 2.2 Service-learning is conceptualised as pedagogy.
- 2.3 A curriculum model was adopted for designing the service-learning module.

Indicator 3:

Planning takes place for implementation of the designed module.

- 3.1 Transportation arrangements for service-learning activities are planned.
- 3.2 Scheduling of contact sessions and placements is coordinated.
- 3.3 Students' attendance and involvement are monitored.
- 3.4 Possible risks and liability issues immanent in the module are considered.
- 3.5 Documentation and record-keeping are planned.
- 3.6 Available resources (physical space, human resources and operating costs) are identified and planned.

Module Process*Indicator 4:*

Student orientation and training are conducted.

- 4.1 Students are introduced to the concept of service-learning.
- 4.2 Students are orientated to general logistical considerations and risks.
- 4.3 Students are introduced to the broader issues relating to the module.
- 4.4 Students are orientated to their responsibilities and what is expected of them.

Indicator 5:

Sustainable service-learning partnerships are maintained.

- 5.1 Communication mechanisms in the partnership are maintained.
- 5.2 Representatives of partners acquire skills and are provided with support to fulfil their commitment to the partnership outcomes.

Indicator 6:

Formative assessment of student learning is conducted.

- 6.1 Students are engaged in reflection.
- 6.2 Student learning is assessed formatively.

Indicator 7:

The process is managed.

7.1 All plans related to the module (see *Indicator 3*, above, on planning) are coordinated.

Module Output and Impact

Indicator 8:

The impact is monitored and evaluated.

8.1 The impact on students, academic staff, department, profession, community, and service provider is assessed.

8.2 Partners' outcomes are assessed.

Indicator 9:

Summative assessment of student learning is conducted.

9.1 Student learning is assessed summatively.

9.2 Quality assurance is assessed.

Indicator 10:

The completion of the service-learning module is demonstrated and celebrated.

10.1 Appreciation is expressed for all stakeholders, and recognition is given.

10.2 Valuable information is exchanged.

10.3 Service-learning achievements are demonstrated and celebrated.

Module Review

Indicator 11:

Evaluation and review for improvement takes place.

11.1 Formative module evaluation takes place.

11.2 Summative module evaluation takes place.

11.3 The service-learning module is revised where necessary.

Indicator 12:

The partnership is expanded or terminated.

12.1 The future of the partnership is determined.

SELF-EVALUATION INSTRUMENTS FOR MANAGING THE QUALITY OF SERVICE-LEARNING

INSTITUTIONAL LEVEL SELF-EVALUATION OF SERVICE-LEARNING

Name of the institution:

The first column of the self-evaluation instrument comprises recommended indicators for evaluating the management of the quality of service-learning. Each of the main indicators is broken down into a number of sub-indicators that suggest what arrangements need to be in place for managing quality.

In the second column reflective questions are asked in order to elicit more informed qualitative responses to the statements about the arrangements that should be in place for managing quality.

The third column provides examples of evidence to be furnished in addition to the qualitative information. Such documentation can be submitted either in electronic format or in hard copy, in the form of a portfolio of addenda.

The fourth column is to be completed electronically, in a qualitative manner, by presenting a suitably analytical response to the recommended indicators. It is suggested that, apart from the direct response to the statement and reflective questions, the following qualitative aspects may also be discussed: **strong points, weak points, opportunities** for innovation, **threats, recommendations** and **possible actions** that can be taken. (Consistent use of these concepts throughout the report would allow for electronic qualitative data analysis that could be utilised for information management purposes.)

Management information for institutional level purposes may be collated from service-learning details submitted at the faculty/ school level.

Please note that this evaluation form is a comprehensive, developmental instrument, designed to cover all aspects of service-learning at the various HEIs in South Africa. Should a specific indicator or arrangement not apply to your institution, simply mark it as N/A (not applicable).

Staff member(s) responsible for completing the self-evaluation form:

(1)

Name:

Title:

Position:

Telephone:

E-mail:

(2)

Name:

Title:

Position:

Telephone:

E-mail:

Were the **staff** involved with service-learning at the institutional level (and **external partners** where relevant) **consulted sufficiently** in the self-evaluation process?

Please motivate your response.

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
	INSTITUTIONAL INPUT			
INDI 1	<i>The institution's mission, purpose and goals with regard to service-learning are indicative of its responsiveness to the local, national and international context.</i>			
1.1	Service-learning (and, if relevant, community engagement more generally) that is fully integrated with teaching and research is part of the institution's mission, purpose and strategic goals.	<ul style="list-style-type: none"> How do the vision, mission and values provide for service-learning in particular and community engagement in general? In what ways are definitions of relevant concepts aligned with the mission, goals and objectives of the institution? 	<ul style="list-style-type: none"> Institutional vision, mission and value statements indicating a special focus on community engagement and/or service-learning. Documentation providing working definitions of concepts such as 'community engagement', 'service-learning', 'community' and 'partnerships'. 	
1.2	The institutional commitment to service-learning, as expressed in its mission, purpose and strategic goals, is responsive to and aligned with local, national and international priorities.	<ul style="list-style-type: none"> Which local, regional and national priorities have been taken into account for service-learning objectives? How does the institution express responsiveness to its context in its vision, mission and values? In what ways are the institution's service-learning goals responsive to the needs and strategic priorities of stakeholders, including: (1) the country, region and local communities; (2) the institution, faculties and schools; (3) students; (4) professional bodies; (5) potential employers; and (6) the service sector? 	<ul style="list-style-type: none"> Specific examples from the mission and value statements linking service-learning to local, regional and national issues. Excerpts from local, regional and national documents explicating the above issues. Documentation on needs to be served in national/ regional reports, papers, proposals developed by government/ community partners – based on research or environmental scans. Assessments of needs and assets by specific communities and service providers. Relevant national or regional policies, media reports, parliamentary proceedings. Any relevant surveys. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
1.3 The strategic priorities and transformation goals of the institution provide adequately for the development and implementation of service-learning.	<ul style="list-style-type: none"> How do the strategic priorities and goals encourage staff to consider service-learning as a mechanism for transformation? In what ways do the strategic priorities of the institution reflect its alignment with the national transformation goals for higher education? What official recognition is there for service-learning as a scholarly activity contributing to the production/creation of relevant, contextualised knowledge? 	<ul style="list-style-type: none"> Documented strategic priorities and transformation goals of the institution referring to the role of service-learning. Leadership announcements linking service-learning with the transformation of the institution in terms of becoming more relevant to its regional, South African, African and international contexts. 	
1.4 The institution's philosophy and values include the notion of service-learning as a scholarly activity (e.g. in terms of a scholarship of engagement) and service-learning is afforded due recognition.		<ul style="list-style-type: none"> Institutional publications and communications expressing synchronicity between service-learning and the mission and goals of the institution. Public statements of institutional leadership giving recognition to service-learning as part of the academic core functions. 	
INDI 2 <i>The institution's commitment to service-learning is reflected in policies, procedures and strategic planning.</i>			
2.1 The institution has an inclusive policy giving effect to its commitment to service-learning.	<ul style="list-style-type: none"> Has the service-learning policy been developed through a process of inclusive consultation? 	<ul style="list-style-type: none"> Approved service-learning policy and procedures. Description of consultative process. 	
2.2 There is synergy between and integration of the various institutional policies with regard to service-learning.	<ul style="list-style-type: none"> How is service-learning provided for in institutional policies and plans (e.g. policies for: research; education; assessment; management of quality; funding; performance management; promotion and tenure; staff development; and the management of risks and liability)? 	<ul style="list-style-type: none"> Copies (hard copies or in electronic format) of the relevant institutional policies, procedures and planning documents, indicating the relevant sections. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
2.3 The institution's commitment to service-learning is reflected in its strategic planning, with clearly defined procedures, time frames, responsibilities, reporting and communication arrangements.	<ul style="list-style-type: none"> How does the strategic planning of the institution provide for service-learning? Are there clear guidelines indicating the procedures to be followed for implementing the policy and plans regarding service-learning? 	<ul style="list-style-type: none"> Strategic planning with targets, time frames and responsibilities. Relevant minutes of the Academic Planning Committee and Faculty Boards, and Senate reports reflecting appropriate discussion of and planning for service-learning in realising the institution's mission and goals. 	
2.4 Effective mechanisms for managing the quality of service-learning are implemented.	<ul style="list-style-type: none"> What does the process for managing the quality of service-learning entail? How is service-learning integrated in the institution's systems for managing quality (e.g. programme and department review cycles)? How is this process provided for in the institution's strategic planning? 	<ul style="list-style-type: none"> Quality assurance policy, procedures and plans that include service-learning. Indications of provision for the above in the strategic plans of the institution. 	
INDI 3 <i>The institution's leadership, management structures and organisational apparatus reflect its commitment to service-learning.</i>			
3.1 The institution has purposeful leadership and/or line management and dedicated structures to create an enabling environment for community engagement in general, and service-learning in particular.	<ul style="list-style-type: none"> In what ways does the institution's leadership express its commitment to service-learning as a vehicle for transformation? What form of representation for service-learning is there at executive management level? How does the provisioning of line management and management structures reflect the institution's commitment to ensuring the quality of service-learning? What expertise is available to manage service-learning at the institutional level? What mechanisms, units or centres provide the requisite expertise to support staff, students and partners in service-learning activities? 	<ul style="list-style-type: none"> Relevant public positioning statements by the institution's leadership. Organograms and composition of dedicated structures (office/ directorate/ committee/ department/ unit/ centre) and terms of reference. Documents stating the mandates and responsibilities of committees and other structures. Specialisation of management and other staff responsible for service-learning. Appointment of service-learning coordinator and establishment of service-learning office. Description of roles and responsibilities of office or officer. Organogram highlighting reporting mechanisms and relationships between structures. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>3.2</p> <p>There exist adequate management structures to facilitate the development of co-operative partnerships with external stakeholders in order to develop quality service-learning modules.</p>	<ul style="list-style-type: none"> What forms of quality management exist with regard to the development of appropriate co-operative partnerships with communities and the service sector? With regard to its partnerships, how does the institution evaluate the effectiveness of its arrangements for managing quality? 	<ul style="list-style-type: none"> Documents stating the mandates and responsibilities of committees and other structures responsible for partnership formation. Guidelines for quality partnership development and evidence that such guidelines have been followed. Data such as generated by satisfaction surveys or focus group discussions. 	
<p>3.3</p> <p>There are institution-wide structures that take responsibility for the planning, implementation and review of service-learning.</p>	<ul style="list-style-type: none"> What structures (e.g. faculty committees) are there to ensure that service-learning modules are developed and implemented consistently across the institution? How do these structures synchronise and coordinate their activities? 	<ul style="list-style-type: none"> Coordination of functions and collaboration between structures (e.g. around issues such as risk management, interdisciplinary collaboration and management of quality). Instances of interfaculty coordination and collaboration. 	
<p>INDI 4</p> <p><i>There is adequate resource allocation for delivering quality service-learning as part of the institution's core functions.</i></p>			
<p>4.1</p> <p>The institution has a clear policy and procedures to ensure that funding (financial resources) for service-learning is adequate and allocated appropriately.</p>	<ul style="list-style-type: none"> What earmarked funds are made available for service-learning? What are the criteria for approval of service-learning funding? How does the institution provide for the marketing of service-learning initiatives in order to provide additional funding for implementation? 	<ul style="list-style-type: none"> Documented budgetary commitments; minutes of Finance Committee meetings. The process for the approval of new courses includes / incorporates procedures for approval of resource allocation. Minutes of committee meetings where this is approved and discussed. Guidelines indicating explicit criteria for the approval of funding. Promotional materials; examples of marketing strategy and successes. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
4.2 The recruitment, appointment and performance management of staff are aligned with the institution's need for special expertise in the development, coordination and promotion of service-learning.	<ul style="list-style-type: none"> How is the utilisation of staff aligned with the institution's commitment to service-learning? How does the performance management system provide for appropriate weighting and rewarding of service-learning? What staffing policies and procedures are used to ensure that there are suitable staff to manage the service-learning component of the institution's activities? 	<ul style="list-style-type: none"> Policy statements, criteria for approving staff as service-learning instructors/ approving new courses. Specific requirements for service-learning are included in the criteria for staff promotion, the performance management system and other incentives. Staffing policies and procedures indicating criteria for the appointment of suitable staff. 	
4.3 Provision for infrastructure and information resources is indicative of the institution's commitment to service-learning.	<ul style="list-style-type: none"> Is the infrastructure (i.e. office space and equipment) appropriate and adequate? Is there adequate funding for library acquisitions about service-learning? 	<ul style="list-style-type: none"> Available infrastructure: office space and equipment; ICT resources. Lists of library and other information resources. 	
INDI 5 <i>Engagement, collaboration and partnerships are cornerstones of the institution's service-learning objectives.</i>			
5.1 The institution has effective structures and processes for the identification and formulation of regional engagement and collaboration.	<ul style="list-style-type: none"> What are the quality considerations for institutional engagement with the local and broader community and how does the institution provide for service-learning? How are partnerships for service-learning aligned with regional priorities? What structures exist to facilitate the development of co-operative partnerships with external stakeholders for the purpose of implementing effective service-learning modules? 	<ul style="list-style-type: none"> Documents stating regional priorities and alignment with those priorities. Documented endorsement by stakeholders of the institution's commitment to service-learning. Description of structures for negotiation, and their roles and responsibilities. Examples of partnership agreements, MoUs, business plans, risk management policies and procedures etc. Database of current and potential collaboration for service-learning. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>The institution has clear guidelines on partnership agreements with communities and the service sector, which accommodate service-learning initiatives.</p> <p>5.2</p>	<ul style="list-style-type: none"> Are partnership arrangements with service providers and communities clearly articulated and formalised to support service-learning? How do academic planning and course approval allow for the requirements of legitimate (external) stakeholders? What guidelines are there for clarifying roles and responsibilities with regard to service-learning? 	<ul style="list-style-type: none"> Examples of guidelines for partnership development, including partners' roles and responsibilities. Information and evidence on the partnership negotiation processes. Examples of contracts or agreements. Documented endorsement of agreements by the external partners. 	
<p>The institution collaborates and networks at regional, national and international levels with other HEIs engaged in service-learning.</p> <p>5.3</p>	<ul style="list-style-type: none"> What regional structures and processes are utilised for collaboration between HEIs serving the region? To what extent does the institution participate in national initiatives regarding the development of service-learning? How does the institution encourage, promote and fund participation in international service-learning initiatives? 	<ul style="list-style-type: none"> Examples of collaboration between institutions (e.g. joint projects, minutes of meetings, MoUs). Database of current and potential service-learning collaboration, regionally, nationally and internationally. Description of participation at the various levels. 	
<p>INSTITUTIONAL PROCESS</p>			
<p><i>Service-learning is managed, facilitated and coordinated effectively at institutional level.</i></p> <p>INDI 6</p>			
<p>There is reciprocity, continuous communication and effective coordination among internal and external service-learning stakeholders.</p> <p>6.1</p>	<ul style="list-style-type: none"> What does the institutional management, facilitation and coordination of service-learning entail? What forms of internal communication are used to keep staff and students informed? How does the institution provide for ongoing communication, internally as well as with external partners and stakeholders? 	<ul style="list-style-type: none"> Description of management process to indicate effective coordination. Examples of internal memoranda and other forms of communication to inform staff and students on an ongoing basis. Newsletters, media reports, workshops and public meetings to enhance reciprocity through communication. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
6.2	Service-learning is accommodated in the institution's management information system for effective integration as a core function.	<ul style="list-style-type: none"> How is information about service-learning captured, updated and made available at institutional level in order to support quality improvement? 	<ul style="list-style-type: none"> The management information system includes service-learning where relevant. Examples of information in the database, documents available on the intranet etc.
6.3	Management of resource utilisation for service-learning is dealt with by the appropriate institution-wide structures.	<ul style="list-style-type: none"> How do these institution-wide structures (committees/ offices) ensure that resource allocation and utilisation for service-learning are appropriate and consistent? 	<ul style="list-style-type: none"> Description of the process and activities. Reports on collaboration between committees. Relevant minutes of Academic Planning, Senate, and Faculty Board meetings, and annual retreat reflection reports and appropriate discussions.
INDI 7	<i>There is adequate institutional support for the development and implementation of service-learning.</i>		
7.1	There is adequate service-learning capacity building and development for staff. <ul style="list-style-type: none"> How is service-learning accommodated in the staff development programme of the institution? In what ways are staff members empowered to facilitate service-learning according to the requirements for good practice? What institutional support (workshops/ training courses) is available for building capacity to assess, monitor and evaluate service-learning? What forms of accredited training regarding service-learning are available for staff? How are development needs of staff who are involved in service-learning ascertained, to ensure relevant training opportunities? What training materials are available that focus on community engagement in general, and service-learning in particular? 	<ul style="list-style-type: none"> Workshop programmes, attendance registers, mentoring programmes, capacity building needs analysis and plans. Organogram of structure, roles and responsibilities, plan for capacity building for service-learning. Examples of training opportunities (e.g. formal modules). Surveys of staff development needs. List of forums, electronic chat room, notice of meetings, registers of attendance, copies of presentations. Guidelines, handbooks and other resources. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
7.2	<ul style="list-style-type: none"> • The institution has clear guidelines for student development to ensure that students are adequately motivated and prepared to enter programmes that include service-learning courses. 	<ul style="list-style-type: none"> • What institution-wide mechanisms are utilised to prepare and equip students for service-learning? • Are there clear guidelines and/or a manual for the training and development of students with regard to service-learning? 	<ul style="list-style-type: none"> • Documentation on the effective management of service-learning activities with regard to the specific needs of students (e.g. safety issues; code of conduct; the management of risks and liability). • Information and/or evidence of the development and support provided for students. • Service-learning manual for students.
7.3	<ul style="list-style-type: none"> • The institution has specific opportunities or programmes for capacity building with regard to service-learning for partners and other external participants or stakeholders. 	<ul style="list-style-type: none"> • What mechanisms and/or training programmes are utilised to prepare and equip external partners and participants for their involvement in a service-learning module? • What guidelines are available for orientating external partners with regard to participation in service-learning activities? 	<ul style="list-style-type: none"> • Development programmes for external participants (workshops, training courses). • An accredited module in service-learning. • Printed guidelines and/or a manual for external participants. • Programmes of training workshops.
7.4	<ul style="list-style-type: none"> • There is institutional recognition for excellence and innovation with regard to service-learning, for staff, students and external partners/ participants. 	<ul style="list-style-type: none"> • What forms of institutional recognition are there for excellence in and innovation through the pedagogy of service-learning? 	<ul style="list-style-type: none"> • Letters/ certificates of recognition by the institution. • Evidence of other forms of recognition.
INDI 8	<ul style="list-style-type: none"> • <i>The institution supports service-learning as a means to promote contextualised, relevant teaching and learning.</i> 		
8.1	<ul style="list-style-type: none"> • The institution provides adequate, ongoing support to promote good practice in teaching and learning through the pedagogy of service-learning. 	<ul style="list-style-type: none"> • Do all students have the opportunity to experience the application of theory in the community-based educational environment of service-learning? • What incentives are there to encourage staff and students to engage in quality service-learning? 	<ul style="list-style-type: none"> • Institutional management information indicating the percentage of students involved in service-learning. • Examples of incentives available for staff and students.

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
8.2	<ul style="list-style-type: none"> What strategies are followed to encourage academic transformation through service-learning? How does the institution make provision for the development of contextualised, Africa-orientated learning materials and curricula? How does the institution encourage and provide for the unique opportunities that service-learning presents for multi-, inter- and cross-disciplinary collaboration? 	<ul style="list-style-type: none"> Documentation indicating that academic transformation in the direction of more contextualised curricula is valued. Evidence in service-learning curricula and learning materials of the inclusion of local, traditional and indigenous knowledge. Examples of support for multi-, inter- and cross-disciplinary work collaboration in the service-learning context. 	
8.3	<ul style="list-style-type: none"> What guidelines are there for the involvement of community and service sector partners in the assessment of learning outcomes? How does the institution ensure that assessment procedures for service-learning provide adequately for the context in which the learning takes place? 	<ul style="list-style-type: none"> Evidence of involvement of external participants in assessment. Assessment guidelines used by assessors indicating appropriateness and contextualisation. 	
INDI 9	<i>There is institutional support for research on and through service-learning.</i>		
9.1	<ul style="list-style-type: none"> What earmarked and other funding is available for staff and students to conduct research on the pedagogy of service-learning? How does the institution support scholarly enquiry in the various disciplines through the unique opportunities that service-learning provides for research in an application context? 	<ul style="list-style-type: none"> Examples of incentives for staff for service-learning research initiatives, activities and outputs. Budget allocation, utilisation of funds. Evidence of support for and supervision of postgraduate studies in the field of service-learning. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
9.2 The institution encourages the sharing and dissemination of the findings of service-learning research to academic colleagues and external partners (communities and the service sector).	<ul style="list-style-type: none"> How does the institution support the presentation of conference papers on service-learning? What funds are made available for participation in conferences, seminars and workshops? What opportunities does the institution create for the dissemination of findings to external stakeholders? 	<ul style="list-style-type: none"> Budget allocation, proposals for research, research output. Allocation of funds for conference participation, capacity building workshops and fact-finding missions. Programmes of conferences, seminars and workshops organised to share service-learning research findings. 	
9.3 The institution actively supports and creates opportunities for participatory, interdisciplinary, inter-institutional and international research collaboration, specifically within the context of service-learning.	<ul style="list-style-type: none"> How does the institution encourage and enable staff and students to cross the disciplinary divide where service-learning is concerned? What support is there for inter-institutional research collaboration through service-learning? Is there full recognition of the potential value of participatory action research, specifically where service-learning is concerned? 	<ul style="list-style-type: none"> Evidence of service-learning research collaboration. Correspondence regarding joint projects. External funding accessed for joint research on service-learning. Funding accessed for participatory action research through service-learning. 	
OUTPUT AND IMPACT			
INDI 10	<i>Monitoring and evaluation of service-learning are conducted to gauge its output and impact.</i>		

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
10.1 Quality arrangements for community engagement in general, and service-learning in particular, are formalised and integrated with those of teaching and learning.	<ul style="list-style-type: none"> What explicit criteria and methods are utilised by the institution for the monitoring and evaluation of service-learning? How does the institution encourage and provide for involvement of external partners and other stakeholders in the monitoring and evaluation of service-learning? 	<ul style="list-style-type: none"> Documentation indicating how monitoring and evaluation procedures provide for service-learning. Evidence of implementation of the criteria (e.g. minutes of committee meetings). Documentation regarding involvement and contributions of external stakeholders. 	
10.2 The impact of service-learning on student recruitment, retention and throughput is monitored and evaluated annually.	<ul style="list-style-type: none"> How does the institution establish whether service-learning contributes to the retention and success rate of students? To what extent does service-learning contribute to the retention and success rate of students? 	<ul style="list-style-type: none"> Printouts of retention and throughput rates, in relation to service-learning involvement of students. Relevant impact studies. 	
10.3 The institution has clear and consistent procedures to evaluate the contribution of service-learning as a competitive advantage in responding to local, regional and national priorities.	<ul style="list-style-type: none"> What procedures are there to gauge the impact of service-learning on participating communities and other stakeholders? How does the institution evaluate its performance with regard to service-learning? 	<ul style="list-style-type: none"> Any relevant impact studies. Evidence that the institution serves as a benchmark/ centre of excellence with regard to specific aspects of the institutionalisation of service-learning. 	
INSTITUTIONAL REVIEW			
INDI 11 <i>Review of service-learning takes place for continuous improvement and innovation.</i>			

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>The institution implements a formalised cycle of review and benchmarking of its status with regard to the delivery of quality service-learning.</p>	<ul style="list-style-type: none"> How does the institutional review process provide continuous feedback for future planning with regard to service-learning? Who takes responsibility and is accountable for taking forward recommendations for the improvement of service-learning? What regular review is there of the effectiveness of service-learning (e.g. in terms of turning students into independent learners and/or its contribution to development priorities of the region)? In what benchmarking exercises does the institution participate? 	<ul style="list-style-type: none"> Document indicating formalised cycle of review and including service-learning. Evidence of the implementation of the institutional policies, procedures and planning documents and the success thereof (Quality Management Policy, Department of Education approval of courses, Senate minutes, Faculty Board meeting minutes etc.). Responsibility and accountability at executive management level for taking forward recommendations for improvement. Any relevant studies or surveys. Evidence of participation in benchmarking with regard to community engagement in general, and service-learning in particular. 	
11.1			
11.2	<ul style="list-style-type: none"> What processes are there to ensure that the service-learning policy is reviewed regularly? How does the institution ensure that all relevant stakeholders participate in the policy review process? 	<ul style="list-style-type: none"> Notices and attendance registers of policy review sessions. Reports on policy review workshops/seminars/conferences, providing evidence of broad participation by staff members and external stakeholders. 	
11.3	<ul style="list-style-type: none"> How does the institution ensure that the results of the review process are shared with and disseminated to external partners? In what ways does the service-learning review process contribute to reciprocity, accountability and transparency? 	<ul style="list-style-type: none"> Documentation (e.g. invitations, programmes, reports, press releases) providing information on the public dissemination of review findings and future actions, to stakeholders and the broader society. 	

FACULTY/ SCHOOL LEVEL SELF-EVALUATION OF SERVICE-LEARNING

Name of the faculty / school:

The first column of the self-evaluation instrument comprises recommended indicators for evaluating the management of the quality of service-learning. Each of the main indicators is broken down into a number of sub-indicators that suggest what arrangements need to be in place for managing quality.

In the second column reflective questions are asked in order to elicit more informed qualitative responses to the statements about the arrangements that should be in place for managing quality.

The third column provides examples of evidence to be furnished in addition to the qualitative information. Such documentation can either be submitted in electronic format or in hard copy, in the form of a portfolio of addenda.

The fourth column is to be completed electronically, in a qualitative manner, by presenting a suitably analytical response to the recommended indicators. It is suggested that, apart from the direct response to the statement and reflective questions, the following qualitative aspects may also be discussed: **strong points, weak points, opportunities** for innovation, **threats, recommendations** and **possible actions** that can be taken. (Consistent use of these concepts throughout the report would allow for electronic qualitative data analysis that could be utilised for information management purposes.)

Management information for faculty/ school level purposes may be collated from service-learning details submitted at the programme/ qualification level.

Please note that this evaluation form is a comprehensive, developmental instrument, designed to cover all aspects of service-learning at the various HEIs in South Africa. Should a specific indicator or arrangement not apply to your institution, simply mark it as N/A (not applicable).

Staff member(s) responsible for completing the self-evaluation form:

(1)

Name:

Title:

Position:

Telephone:

E-mail:

(2)

Name:

Title:

Position:

Telephone:

E-mail:

Were **staff** involved with service-learning at the institutional level (and **external partners** where relevant) **consulted sufficiently** in the self-evaluation process?

Please motivate your response.

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
	FACULTY/ SCHOOL INPUT			
INDI 1	<i>Vision, mission, goals and objectives are responsive to context.</i>			
1.1	The faculty's commitment to service-learning is expressed in its vision and mission.	<ul style="list-style-type: none"> How does the vision and mission provide for community engagement and, in particular, for service-learning? 	<ul style="list-style-type: none"> The faculty's vision and mission statements indicating a special focus on community engagement. 	
1.2	The faculty's service-learning policy, strategic plan(s) and procedures are responsive to the institutional strategic priorities and transformation goals.	<ul style="list-style-type: none"> Are you familiar with the contents of the faculty's policy, its strategic plan(s) and procedures? 	<ul style="list-style-type: none"> Documentation providing information on the policy/ strategic plan and procedures. 	
INDI 2	<i>Strategic plan(s), procedures and criteria reflect commitment to service-learning.</i>			
2.1	Service-learning is an integral part of the faculty's statement on teaching and learning, and research.	<ul style="list-style-type: none"> Has the development of a service-learning strategic plan followed the same process/ route as with, for example, teaching, facilitating and assessment? 	<ul style="list-style-type: none"> Approved service-learning plan and procedures. Relevant minutes of the Faculty Board reflecting appropriate discussion of and planning for service-learning. 	
2.2	A strategic plan, with realistic targets, time frames and responsibilities, is in place for service-learning.	<ul style="list-style-type: none"> How does the strategic planning provide for service-learning? Are there clear guidelines indicating the procedures to be followed for implementing the plan(s)? 	<ul style="list-style-type: none"> Copies of the relevant planning documents and guidelines for the implementation of plans. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>2.3</p> <p>There is synergy between service-learning and the various teaching, learning, research, assessment and quality assurance strategic plans, procedures and activities of the faculty.</p>	<ul style="list-style-type: none"> How is it ensured that service-learning forms an integral part of the overall academic planning and activities in the faculty? 	<ul style="list-style-type: none"> Copies of the faculty's planning and budgeting documentation. 	
<p>INDI 3</p> <p><i>Organisational and management structures provide for service-learning.</i></p>			
<p>3.1</p> <p>Curriculum design and regulations clearly provide for service-learning.</p>	<ul style="list-style-type: none"> What are the minimum service-learning requirements for curricula? 	<ul style="list-style-type: none"> Copies of faculty regulations. 	
<p>3.2</p> <p>There are clear instructions and criteria for the approval and implementation of new service-learning initiatives.</p>	<ul style="list-style-type: none"> What is the process followed in submitting a new service-learning module for approval? 	<ul style="list-style-type: none"> Copies of the rules/ procedures that must be followed when submitting an application for the approval of a new module. 	
<p>3.3</p> <p>The faculty has a committee/ system/ structure in place for managing service-learning.</p>	<ul style="list-style-type: none"> Can you explain the functioning of the committee/ system/ structure for service-learning? Can you point out which staff members are involved in managing service-learning? 	<ul style="list-style-type: none"> Organogram of system/ structure. Details and CVs of staff. 	
<p>INDI 4</p> <p><i>Resources: funding, staff and infrastructure.</i></p>			
<p>4.1</p> <p>The responsibilities of the faculty for the planning and allocation of resources for service-learning are clearly stipulated and acted on.</p>	<ul style="list-style-type: none"> Are earmarked funds available annually for the dedicated use of service-learning initiatives? 	<ul style="list-style-type: none"> Documented budgetary commitments. 	
<p>4.2</p> <p>Resource allocation for service-learning is adequate.</p>	<ul style="list-style-type: none"> Was it ever necessary to scale down/ cancel the implementation of a service-learning module due to insufficient resources? 	<ul style="list-style-type: none"> Documentation to support this response. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
4.3 Resource implications of running a new module are considered prior to its approval.	<ul style="list-style-type: none"> What are the criteria for the approval of service-learning funding? Does the approval of new courses include procedures for the approval of resource allocation? 	<ul style="list-style-type: none"> Guidelines indicating criteria. Minutes of committee where this is discussed and approved. 	
4.4 The recruitment, appointment and performance management of staff are aligned with the faculty's need for special service-learning expertise.	<ul style="list-style-type: none"> What staffing policies and procedures are used by the faculty to ensure that there are suitable staff to offer modules and coordinate service-learning? How does the performance management system utilised by the faculty/ school provide for service-learning? 	<ul style="list-style-type: none"> Staffing policies at faculty level. Minutes of meetings indicating that service-learning is provided for and afforded equal status by faculty management. Examples of how faculty-level performance management makes provision for service-learning. 	
INDI 5 <i>Regional collaboration and partnerships: communities, the service sector, and other HEIs.</i>			
5.1 The faculty or appropriate structure has partnership arrangements in place with service providers and communities to support service-learning.	<ul style="list-style-type: none"> Who was responsible for the negotiations? Was it the lecturer responsible for the service-learning module? Were the negotiations done on behalf of the faculty as a whole? 	<ul style="list-style-type: none"> Information and evidence on the partnership negotiation process. 	
5.2 Partnership arrangements and collaboration are aligned with the faculty's broad community engagement initiative / plan.	<ul style="list-style-type: none"> Does the faculty have a community engagement plan? Who is involved? What is the aim? 	<ul style="list-style-type: none"> Example of community engagement plan/ agreements. 	
5.3 Module planning and approval take into account the needs and requirements of communities and service providers.	<ul style="list-style-type: none"> Was a needs analysis done? 	<ul style="list-style-type: none"> Documented in the proposal, endorsement by community partner. Examples of guidelines for partnership development. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
FACULTY/ SCHOOL PROCESS			
INDI 6	<i>Service-learning is managed, facilitated and coordinated.</i>		
6.1	<ul style="list-style-type: none"> Are these structures efficient? Are you part of such a committee? Are you collaborating with such a committee? 	<ul style="list-style-type: none"> Examples of management system/ involvement. Examples of minutes of meetings of such structures. 	
6.2	<ul style="list-style-type: none"> Are the various service-learning activities focusing too much on one topic/ issue? What forms of assistance are there for collaboration between departments and disciplines through service-learning? Do urban and rural areas receive equal attention? How does the faculty ensure that community fatigue does not result from over-involvement through service-learning and research? 	<ul style="list-style-type: none"> Description of the process, activities and documentation. Description of structures. Examples of collaboration between service-learning modules from different disciplines. References to the faculty's information management system indicating how overlapping of service-learning modules within specific communities is either prevented or coordinated for effectiveness. 	
INDI 7	<i>There is support (for staff, students and partners) for development, delivery and implementation.</i>		
7.1	<ul style="list-style-type: none"> Do the teaching and facilitating of service-learning modules take up more of your time than other modules? Do you need additional administrative assistance? 	<ul style="list-style-type: none"> Information about and evidence of the kind of support given to staff. 	
7.2	<ul style="list-style-type: none"> Did you make use of these structures? Were you satisfied with the assistance? 	<ul style="list-style-type: none"> Examples of service-learning modules, guidelines, handbooks etc. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
7.3 Students are adequately motivated and prepared to enter service-learning activities.	<ul style="list-style-type: none"> Did students know what to do and what to expect? How did students respond to the service-learning activities? 	<ul style="list-style-type: none"> Examples of student feedback/ evaluation. 	
7.4 Transport to and from the communities/ service providers is available to students.	<ul style="list-style-type: none"> Who is responsible for the arrangements? Who pays for the transport? 	<ul style="list-style-type: none"> Documentation of budget allocation or proof of payment. 	
INDI 8 <i>There is support for relevant teaching, learning and assessment.</i>			
8.1 Appropriate training is available to staff responsible for facilitating and teaching service-learning modules.	<ul style="list-style-type: none"> Are lecturers sufficiently equipped, informed and trained? Can lecturers explain concepts and definitions relating to service-learning? 	<ul style="list-style-type: none"> Allocation of funds for conference attendance, training workshops and fact-finding missions. 	
8.2 There are regular discussion forums/ sessions for staff involved in service-learning.	<ul style="list-style-type: none"> How well-informed are you about the service-learning activities in the faculty? What could you learn from other colleagues' experiences? 	<ul style="list-style-type: none"> Minutes of meetings. Programmes and reports of workshops, forums and seminars. Attendance registers of the above. 	
8.3 Existing assessment policies (instruments, criteria and methods) include requirements specific to service-learning.	<ul style="list-style-type: none"> How does the faculty's approach to assessment make provision for contextualised assessment of service-learning? 	<ul style="list-style-type: none"> Records of assessment of student learning outcomes with regard to service-learning. Indications of contextualised assessment. 	
INDI 9 <i>There is support for service-learning research.</i>			
9.1 The faculty actively works to ensure that service-learning research is adequately funded.	<ul style="list-style-type: none"> Has any application for funding ever been turned down because of its being service-learning research? 	<ul style="list-style-type: none"> Demand for funding and reasons for its being turned down. 	
9.2 The faculty rewards accredited research outputs on and through service-learning.	<ul style="list-style-type: none"> Are service-learning research outputs taken into account? How are service-learning outputs rewarded in comparison with other research outputs? 	<ul style="list-style-type: none"> Incentives for service-learning outputs. Minutes of Research Committee meetings. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
9.3 The faculty encourages the dissemination of service-learning research findings (including conference papers, and both popular and scholarly articles) to academic colleagues and external partners.	<ul style="list-style-type: none"> Why should the dissemination of service-learning knowledge and findings be promoted? 	<ul style="list-style-type: none"> Evidence of peer interaction. 	
FACULTY/ SCHOOL OUTPUT AND IMPACT			
INDI 10 <i>Monitoring and evaluation of service-learning are conducted to gauge its output and impact.</i>			
10.1 The implementation of service-learning modules is monitored and evaluated on a regular basis.	<ul style="list-style-type: none"> How are service-learning modules evaluated as an integral part of the academic scope of the faculty? 	<ul style="list-style-type: none"> Student evaluation. Quality assurance reports. Evidence of implementation. 	
10.2 The impact on participating constituencies and the outcomes of service-learning modules are monitored.	<ul style="list-style-type: none"> Why is it important to assess the impact of service-learning modules on participating constituencies? 	<ul style="list-style-type: none"> Records of assessment. Responses of participating constituencies. 	
10.3 All students are engaged in at least one service-learning module during their academic training.	<ul style="list-style-type: none"> What are the requirements in this regard? Why should all students be involved in service-learning? 	<ul style="list-style-type: none"> Curricula and regulations. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
FACULTY/ SCHOOL REVIEW			
INDI 11 11.1	<p><i>Review of service-learning takes place for continuous improvement and innovation.</i></p> <p>The service-learning strategic plan(s) and procedures are regularly reviewed and refined.</p> <ul style="list-style-type: none"> Why are such review and revision necessary? Who is responsible for the revision and refinement of plans? Who is invited to provide inputs? 	<ul style="list-style-type: none"> Meetings of the faculty's committee for service-learning. 	
11.2	<ul style="list-style-type: none"> Is the information freely available? For which specific purposes are these funds earmarked? What are the criteria for funding? 	<ul style="list-style-type: none"> Budget with indication of the amount. 	
11.3	<ul style="list-style-type: none"> What instruments are utilised for the monitoring, evaluation and review of service-learning activities of the faculty? Does the faculty have an adequate management information system that includes service-learning? 	<ul style="list-style-type: none"> Instruments used for the monitoring, evaluation and review of service-learning in the faculty. Examples of provision made for service-learning in the management information system of the faculty. 	

PROGRAMME/ QUALIFICATION LEVEL SELF-EVALUATION OF SERVICE-LEARNING

Title of the programme/ qualification:

The first column of the self-evaluation instrument comprises recommended indicators for evaluating the management of the quality of service-learning. Each of the main indicators is broken down into a number of sub-indicators that suggest what arrangements need to be in place for managing quality.

In the second column reflective questions are asked in order to elicit more informed qualitative responses to the statements about the arrangements that should be in place for managing quality.

The third column provides examples of evidence to be furnished in addition to the qualitative information. Such documentation can either be submitted in electronic format or in hard copy, in the form of a portfolio of addenda.

The fourth column is to be completed electronically, in a qualitative manner, by presenting a suitably analytical response to the recommended indicators. It is suggested that, apart from the direct response to the statement and reflective questions, the following qualitative aspects may also be discussed: **strong points, weak points, opportunities** for innovation, **threats, recommendations** and **possible actions** that can be taken. (Consistent use of these concepts throughout the report would allow for electronic qualitative data analysis that could be utilised for information management purposes.)

Management information for programme/ qualification level purposes may be collated from service-learning details submitted at the module/ course level.

Please note that this evaluation form is a comprehensive, developmental instrument, designed to cover all aspects of service-learning at the various HEIs in South Africa. Should a specific indicator or arrangement not apply to your institution, simply mark it as N/A (not applicable).

Staff member(s) responsible for completing the self-evaluation form:

(1)

Name:

Title:

Position:

Telephone:

E-mail:

(2)

Name:

Title:

Position:

Telephone:

E-mail:

Were **staff** involved with service-learning at the programme/ qualification level (and **external partners** where relevant) **consulted sufficiently** in the self-evaluation process?

Please motivate your response.

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
	PROGRAMME INPUT			
INDI 1	<i>The programme is aligned with the aspects of the faculty's mission and purpose relating to service-learning.</i>			
1.1	The programme has a definite service-learning component in the form of a separate module(s) or integrated service-learning units of existing modules.	<ul style="list-style-type: none"> What was the intention of the team that developed the programme: to include a separate service-learning module(s), or to have service-learning units in other modules? 	<ul style="list-style-type: none"> Programme composition. Yearbook/ calendar. 	
1.2	There is clear alignment of the programme's service-learning component with the faculty's statements on service-learning (e.g. in the mission statement/ teaching and/or learning policy or procedure/ community engagement policy etc.).	<ul style="list-style-type: none"> Has the programme's service-learning component been brought into line with the faculty's policies, procedures and statements on service-learning? 	<ul style="list-style-type: none"> Faculty policies, procedures and statements on service-learning. 	
INDI 2	<i>The programme composition reflects the commitment of the faculty and relevant departments to service-learning.</i>			

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
2.1	<p>The programme's service-learning component was planned at the same time as the programme as a whole or, in cases where the service-learning component was added later, integration with the rest of the modules was successful.</p>	<ul style="list-style-type: none"> What was the point of departure of the programme planning team: to design an integrated programme with service-learning components from the start; or the adaptation of an existing programme to include service-learning components when the importance of service-learning became clear at a later stage? Does the service-learning component fit in logically with the rest of the modules? 	<ul style="list-style-type: none"> Documents regarding the development/adaptation of the programme. Minutes of planning team meetings. Proposals for programmes. 	
INDI 3	<p><i>The programme's organisational and management structure reflects its commitment to service-learning.</i></p>			
3.1	<p>The programme management team includes an expert on service-learning, on a consultative/co-option basis at the very least.</p>	<ul style="list-style-type: none"> Did the programme management team involve an on-campus service-learning expert? 	<ul style="list-style-type: none"> Specialisations of staff involved. Letters requesting support from experts. 	
3.2	<p>At least one other programme management team member keeps abreast of the latest developments in service-learning/community engagement.</p>	<ul style="list-style-type: none"> Do members of the management team attend workshops/seminars/conferences on service-learning? Does the programme management team have a system to ensure that the latest developments in service-learning can be incorporated into the programme? 	<ul style="list-style-type: none"> Evidence of staff development regarding service-learning/community engagement. Membership of relevant organisations. Evidence of attendance of workshops, seminars etc. Papers read, research articles published. Description of system. 	
INDI 4	<p><i>The programme's resource allocation reflects its commitment to service-learning.</i></p>			

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
4.1	Allocation of staff hours to the service-learning component of the programme is adequate and realistic.	<ul style="list-style-type: none"> Does the service-learning staff capacity realistically correspond with the time and energy required for the programme? 	<ul style="list-style-type: none"> Documentation regarding work division/ allocation. 	
4.2	Staff who are assigned to the service-learning component of the programme are capacitated to execute their tasks efficiently.	<ul style="list-style-type: none"> Are there specific staff induction and development opportunities for personnel involved in service-learning? 	<ul style="list-style-type: none"> Documentation regarding training for service-learning. 	
4.3	Funds allocated to the service-learning component are adequate to implement it effectively.	<ul style="list-style-type: none"> Were the special needs of service-learning taken into account when funds were allocated to programmes? If so, did the funds prove to be sufficient during the implementation phase of the programme? 	<ul style="list-style-type: none"> Financial statements. 	
	PROGRAMME PROCESS			
INDI 5	<i>Teaching and learning in the service-learning components of the programme are indicative of innovation and appropriate educational design principles.</i>			
5.1	High-quality learning material that is relevant to the African context is developed for the service-learning component of the programme.	<ul style="list-style-type: none"> Is the learning material of an acceptable quality? Is the learning material relevant to all South African students? 	<ul style="list-style-type: none"> Study materials/ guides. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
5.2	Lecturers are empowered on a continuous basis to facilitate service-learning appropriately and effectively.	<ul style="list-style-type: none"> Do staff have development opportunities specifically focused on teaching and learning for service-learning? 	<ul style="list-style-type: none"> Description of empowerment structures for service-learning lecturers regarding teaching and learning. 	
INDI 6	<i>Research related to service-learning is actively promoted and facilitated in the programme.</i>			
6.1	Research is viewed by staff as an integral part of effective teaching in service-learning.	<ul style="list-style-type: none"> To what extent have staff members made the shift to viewing research as integral to service-learning? 	<ul style="list-style-type: none"> Any surveys. 	
6.2	Evidence exists of research projects focused on service-learning within the programme.	<ul style="list-style-type: none"> Is there concrete evidence of research related to service-learning in connection with the programme? 	<ul style="list-style-type: none"> Evidence of such projects that are planned or underway. Research project proposals. References of research papers/ articles/ case studies published. 	
INDI 7	<i>Student participation in the service-learning component of the programme is assessed in an appropriate, fair and authentic way.</i>			
7.1	The service-learning component of the programme includes varied and authentic continuous assessment structures.	<ul style="list-style-type: none"> Is the assessment of a truly continuous nature (e.g. it is not simply a compilation of written tests)? How authentic is the assessment (i.e. how well does it link with the real work situation)? 	<ul style="list-style-type: none"> Examples of continuous assessment structures. Work programme. 	
7.2	Stakeholders other than the lecturers are involved in the assessment of students, and such stakeholders are trained in fair assessment practices.	<ul style="list-style-type: none"> Are all stakeholders who are involved in the service-learning component of the programme trained to assess students fairly (i.e. do the stakeholders know what fairness implies, and can they implement it)? 	<ul style="list-style-type: none"> Programmes of training workshops of stakeholders. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
7.3	Assessment opportunities are aligned with the outcomes of the service-learning component. Students receive feedback within a reasonable time after assessment.	<ul style="list-style-type: none"> Is the relation between the assessment and outcomes of the service-learning component clear? 	<ul style="list-style-type: none"> Outcomes of component and corresponding assessment opportunities. 	
7.4		<ul style="list-style-type: none"> Is there a correspondence between class size and feedback time (e.g. for a class smaller than 20 students, feedback within a week etc.)? Are extra assessors employed to speed up the process for larger groups? 	<ul style="list-style-type: none"> Evidence of such prompt feedback. Student feedback on assessment. 	
INDI 8	<i>Service-learning is managed, facilitated and coordinated effectively within the programme as a whole.</i>			
8.1	There exist good communication and coordination among all stakeholders involved in the service-learning component.	<ul style="list-style-type: none"> Are there any examples of verbal and/or written communication and coordination testifying to the fact? 	<ul style="list-style-type: none"> Minutes of meetings and other records of communication. 	
8.2	Students are informed regarding all arrangements pertaining to service-learning.	<ul style="list-style-type: none"> How effective is the communication between students and other stakeholders in the service-learning component of the programme? 	<ul style="list-style-type: none"> Examples of written and verbal arrangements with students. 	
8.3	There is support for students in order to improve the success rate.	<ul style="list-style-type: none"> What kinds of support are available to students? 	<ul style="list-style-type: none"> Description of support structures. 	
INDI 9	<i>The infrastructure and library resources of the institution/ faculty/ programme are indicative of the importance placed on service-learning.</i>			
9.1	There are enough books/ journals/ documents related to service-learning and community engagement in the library.	<ul style="list-style-type: none"> Is the library collection that focuses on service-learning updated regularly and is it sufficient in terms of quantity and quality? 	<ul style="list-style-type: none"> List of available material. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
9.2	Transport to and from the community/ service provider is readily available to students.	<ul style="list-style-type: none"> Is reliable transport available to students, either free or affordably? 	<ul style="list-style-type: none"> Description of transport arrangements. 	
	PROGRAMME OUTPUT AND IMPACT			
INDI 10	<i>Student retention, throughput rates and programme impact receive adequate attention in the programme.</i>			
10.1	Student retention and throughput numbers are monitored on an annual basis.	<ul style="list-style-type: none"> Are student retention and throughput monitored and evaluated? Are there indicators as to the reasons why students are not retained or why students fail? How do the statistics influence the continuation of the service-learning components of the programme? 	<ul style="list-style-type: none"> Statistics of retention and throughput rates. 	
10.2	Impact studies are conducted to determine the service-learning component's impact on students, on the service providers and on the community involved.	<ul style="list-style-type: none"> Has the programme team embarked on impact studies? Will the focus of the impact studies lead to valuable insights? 	<ul style="list-style-type: none"> Results of impact studies. 	
	PROGRAMME REVIEW			
INDI 11	<i>The service-learning components of the programme are reviewed in an appropriate manner.</i>			
11.1	A formalised cycle to review the service-learning aspects of the programme has been developed and implemented.	<ul style="list-style-type: none"> Has a formalised review cycle been developed? How pertinent is the planned review cycle to the current enquiry in service-learning? 	<ul style="list-style-type: none"> Written documentation on formalised review cycle. 	

MODULE/ COURSE LEVEL SELF-EVALUATION OF SERVICE-LEARNING

Please complete the section requiring management information regarding the service-learning module/ course before you commence with the self-evaluation process.

The first column of the self-evaluation instrument comprises recommended indicators for evaluating the management of the quality of service-learning. Each of the main indicators is broken down into a number of sub-indicators that suggest what arrangements need to be in place for managing quality.

In the second column reflective questions are asked in order to elicit more informed qualitative responses to the statements about the arrangements that should be in place for managing quality.

The third column provides examples of evidence to be furnished in addition to the qualitative information. Such documentation can either be submitted in electronic format or in hard copy, in the form of a portfolio of addenda.

The fourth column is to be completed electronically, in a qualitative manner, by presenting a suitably analytical response to the recommended indicators. It is suggested that, apart from the direct response to the statement and reflective questions, the following qualitative aspects may also be discussed: **strong points, weak points, opportunities** for innovation, **threats, recommendations** and **possible actions** that can be taken. (Consistent use of these concepts throughout the report would allow for electronic qualitative data analysis that could be utilised for information management purposes.)

Please note that this evaluation form is a comprehensive, developmental instrument, designed to cover all aspects of service-learning at the various HEIs in South Africa. Should a specific indicator or arrangement not apply to your institution, simply mark it as N/A (not applicable).

Staff member(s) responsible for completing the self-evaluation form:

(1)

Name:

Title:

Position:

Telephone:

E-mail:

(2)

Name:

Title:

Position:

Telephone:

E-mail:

Were **staff** involved with service-learning at the module/ course level (and **external partners** where relevant) consulted **sufficiently** in the self-evaluation process?

Please motivate your response.

SERVICE-LEARNING MANAGEMENT INFORMATION: MODULE / COURSE LEVEL

TO BE COMPLETED BY THE MODULE CONVENOR/ COURSE COORDINATOR.

1. Module/ course details

Title of the module/ course:

Module/ course code:

NQF level:

Short description of the module:

Number of credits:

Department(s)/ discipline(s):

Host programme/ qualification:

Module/ course outcomes (summary):

- For the students:
- For the community:
- For the service sector:

Offered during the first semester/ second semester/ year course:

Estimated number of (active) hours that students spent in the community:

Number of student visits to the community:

When was the module offered for the first time?

2. Student profile (YEAR)

Number of students enrolled for the service-learning module/ course:

Number of students that dropped out of the service-learning module/ course:

Number of students that successfully completed the service-learning module/ course:

3. Particulars of the module convenor

Staff number:

Name:

Title:

Position: Junior Lecturer/ Senior Lecturer/ Ass. Professor/ Professor/

Programme Director/ Head of Department/ Other:

Tel.:

Fax:

E-mail:

Discipline:

School:

Faculty:

4. Particulars of the partners

4.1 Community partner(s):

Community		
Contact person		
Telephone		
Fax		
E-mail		

4.2 Service sector partner(s):

Service agency		
Contact person		
Telephone		
Fax		
E-mail		

5. Financial implications of the module/course:

ITEM	DESCRIPTION	COSTING
Additional staff required		
Transport costs		
Accommodation		
Other (please specify)		
Total		

Summary of academic and support staff involvement in the service-learning module/ course (development, offering and evaluation), as well as involvement of external partners where applicable

DEFINITIONS: *Permanent:* Member of one of the institution's pension/ provident funds (1).
Contract: Contracted to offer a course(s) or complete a specific task (2).
Non Permanent: All other appointments, not included above (3).

Title and name	Highest qualification	1 Perm 2 Contract 3 Non Perm	Type of involvement e.g.				Programme offering (specify modules as indicated below)				Programme evaluation	
			Programme development		Module name		Code		Credits	Programme evaluation		
			YES	NO						YES	NO	
Staff												
Academic staff												
Support staff												
External partners: Please see point 4 above (Particulars of the partners) and indicate what the partnerships entail.												

Research outputs (i.e. conference presentations, popular reports, refereed articles). Please provide details and attach documents where possible.

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
	MODULE INPUT			
INDI 1	<i>Partnerships are designed to be collaborative.</i> Care is taken to identify and select appropriate partners that fit the outcomes for student learning, while also meeting the outcomes, resources and needs of the partners.	<ul style="list-style-type: none"> How were the institutional guidelines for partnership formation followed? To what extent were the module content and the students' learning and service needs considered when identifying partners? In what way were the community's needs, assets and outlook assessed for relevance to the module? How is the service-learning module relevant for the service partner? How are the partnerships relevant to civic and social issues? 	<ul style="list-style-type: none"> Copy of institutional guidelines, and proof of use. Documents on needs and assets of community partner. Assessment audit/ needs assessment. Unit standards of specific discipline. Documents on needs of service partner. Minutes of meetings. 	
1.1				
	Partners are recognised and validated, through clarification of roles, expectations and benefits.	<ul style="list-style-type: none"> How is representation of all partners assured? Were a vision, underpinning principles and the scope of the partnership determined? In what way is the ownership of resources related to rules, roles and responsibilities? To what extent are partners included in the planned execution of the module? Is there an agreement on procedures to be followed should unforeseen circumstances arise? What forms of reporting and monitoring mechanisms have been defined? In what ways is relevant documentation made accessible to all partners? How are equity and reciprocity made visible in the partnership? 	<ul style="list-style-type: none"> Partnership committee. MoU. Meeting schedule. Minutes of regular meetings. Contract/ agreement signed by all partners. Copy of academic calendar and module syllabus. Calendar of service events. Signed acknowledgement of documents (calendar and syllabus). Appropriate documentation. Acknowledgment of documents received. 	
1.2				

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
INDI 2			
2.1 <i>Service-learning is integrated in the curriculum.</i> The service-learning module conforms to institutional curriculum requirements and legislation.	<ul style="list-style-type: none"> To what extent have the institution's curriculum planning and design requirements been followed? In what way have specific learning outcomes and the content of the module been aligned with the programme's exit level outcomes? What channels were followed in approving the module? 	<ul style="list-style-type: none"> Documentation on institutional requirements and fulfilment of such requirements. Copy of module outcomes and programme outcomes. Proof of registration with SAQA and professional bodies. Minutes of meetings. 	
2.2 Service-learning is conceptualised as pedagogy.	<ul style="list-style-type: none"> How have academic staff members been trained in service-learning teaching methods? In what ways have the principles of good practice of service-learning pedagogy been considered? 	<ul style="list-style-type: none"> Staff induction/ training/ development course modules/ programmes. Proof of attendance of conferences/ workshops. 	
2.3 A curriculum model was adopted for designing the service-learning module.	<ul style="list-style-type: none"> How systematic was the design process of the module? To what extent do the service and learning goals align? How has student assessment been designed to demonstrate integration of the service experience with the module content? What critical outcomes serve as strands in the curriculum? How has the service-learning model been applied to experiences, activities and assessment strategies? How has meaningful reflection been incorporated in the design? What research opportunities could be initiated to monitor and improve the module? 	<ul style="list-style-type: none"> Critical path analysis. Situation analysis. Copy of specific learning outcomes. Module guide and student workbook. Timeline for semester. Research proposals. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
INDI 3	<i>Planning takes place for implementation of the designed module.</i>			
3.1	Transportation arrangements for service-learning activities are planned.	<ul style="list-style-type: none"> What form of transport is used? How is transport planned in advance? Who has been responsible for coordinating transport? 	<ul style="list-style-type: none"> Minutes of meetings. Copies of transport invoices. 	
3.2	Scheduling of contact sessions and placements is coordinated.	<ul style="list-style-type: none"> Who takes responsibility for schedules? To what extent has a comprehensive timetable been compiled? How are partners notified of the execution of the events? In what way are the partners consulted in scheduling? 	<ul style="list-style-type: none"> Timetable. Agendas and minutes of meetings. 	
3.3	Students' attendance and involvement are monitored.	<ul style="list-style-type: none"> How is the students' attendance monitored? Who takes responsibility for monitoring the students' level of involvement in the community? 	<ul style="list-style-type: none"> Time log/ record form. Attendance registers. Evaluation by partners. 	
3.4	Possible risks and liability issues immanent in the module are considered.	<ul style="list-style-type: none"> To what extent has the risk management policy of the institution been considered? Which possible risks have been identified for the different partners? What measures for managing risks have been identified? How are the liabilities and responsibilities of the different parties identified? 	<ul style="list-style-type: none"> Institutional risk management policy/ insurance. Liability documents. Copy of student indemnity insurance form. Minutes of meetings. Code of conduct. Agreements/ contracts. 	
3.5	Documentation and record-keeping are planned.	<ul style="list-style-type: none"> Which documents and records have been designed to support the service-learning module? 	<ul style="list-style-type: none"> Examples of forms and documents. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
3.6 Available resources (physical space, human resources and operating costs) are identified and planned.	<ul style="list-style-type: none"> How are aspects such as transport, staff, accommodation and operating costs planned for? What has been the extent of additional contributions to resources? How are sufficient lecturing space and service sites identified and allocated? To what extent have the community and service sector been available to accompany students? Have there been enough academic staff members available to manage lectures and accompany students? 	<ul style="list-style-type: none"> Budget. Institutional class and venue timetable. Correspondence with community and service partner(s). Minutes of meetings. 	
MODULE PROCESS			
INDI 4 <i>Student orientation and training are conducted.</i>			
4.1 Students are introduced to the concept of service-learning.	<ul style="list-style-type: none"> How are students informed on aspects of service-learning such as policy, conceptualisation, pedagogy, values, objectives, assignments, assessment and reflection? How are students introduced to the community / service site? 	<ul style="list-style-type: none"> Examples of orientation lectures, videos / multimedia. Module orientation documents. Module objectives and activities. Talks by partners and previous students. Material of previous year. 	
4.2 Students are orientated to general logistical considerations and risks.	<ul style="list-style-type: none"> How are students informed on aspects such as service hours required, documented service evidence, transport arrangements, supervisors, risks and risk management? Do students sign a learning and assessment contract? 	<ul style="list-style-type: none"> Learning and assessment contract. Time log / record form. Transport rental documentation. Transport policy. Risk management policy. Indemnity insurance documents. Student recognition of orientation sessions. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
4.3 Students are introduced to the broader issues relating to the service-learning module.	<ul style="list-style-type: none"> To what extent are students informed about the community/ service site, operating procedures of the agency and the type of service that would be rendered? 	<ul style="list-style-type: none"> Module guide. Talks by partners. Student recognition of orientation sessions. Introductory site visit. 	
4.4 Students are orientated to their responsibilities and what is expected of them.	<ul style="list-style-type: none"> In what ways are ethics, code of conduct, professionalism (personal integrity, social conscience, compassion, commitment, civic, dress, conduct, punctuality, confidentiality etc.) addressed? To what extent are aspects such as students' ideologies, impressions, concerns, fears, expectations and assumptions about the population dealt with? How are students briefed on their responsibilities regarding task assignments, role definition, communication, follow-through, liability etc.? 	<ul style="list-style-type: none"> Ethical codes of conduct of module, institution and/or professional body. Reflection reports. Job descriptions. Talks by insurance companies/ labour unions. 	
INDI 5 <i>Sustainable service-learning partnerships are maintained.</i>			
5.1 Communication mechanisms in the partnership are maintained.	<ul style="list-style-type: none"> In which ways do the partners communicate? How are effective feedback strategies established and communicated? How are contact details made available to all members? 	<ul style="list-style-type: none"> Minutes of meetings. Documentation on feedback. List of contact details. 	
5.2 Representatives of partners acquire skills and are provided with support to fulfil their commitment to the partnership outcomes.	<ul style="list-style-type: none"> To what degree are partners supported and training sessions organised to develop appropriate skills? 	<ul style="list-style-type: none"> Programmes of training sessions. Invitations to congresses and workshops. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY		REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
INDI 6	<i>Formative assessment of student learning is conducted.</i>			
6.1	Students are engaged in reflection.	<ul style="list-style-type: none"> In which ways are reflection activities intentional, continuous, part of the assessment and aimed at linking the service experience with the module content? How are subjective reflection opportunities provided (own opinion of student)? What proof is available that the students' reflection has led to a new understanding of their subject and that critical/ analytical thinking has taken place? 	<ul style="list-style-type: none"> Timeline of reflection activities and feedback. Journals. Group discussions. Portfolios and notebooks. Simulations and role-play. Written feedback. Reflection pre-, during and post-service experiences. Students revealed new insights and posed new questions. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>Student learning is assessed formatively.</p> <p>6.2</p>	<ul style="list-style-type: none"> How do assessment methods and strategies comply with the assessment policy of your institution and/or department? Which assignments have helped students to distinguish between emotional reactions and cognitive observations? To what extent has assessment demonstrated learning based on the service? Is early and regular extended feedback provided on the assessment of assignments and activities? How are credibility, transparency, validity, reliability, consistency, practicability, fairness, and flexibility in assessment assured? In what way are critical cross-field outcomes integrated in student assessment? 	<ul style="list-style-type: none"> Assessment policies of institution and/or department. Evidence of assessment: journals; reflection reports; group projects; 'product' of service; case studies; incident reports; class presentations; portfolios. Assessment memoranda/ rubrics. Score sheets. Summary of assessment methods and results. Written feedback. Timetable allocation for feedback. Evidence of individual and group supervision. Calls to site supervisor. 	
<p>INDI 7</p> <p><i>The process is managed.</i></p> <p>7.1</p> <p>All plans related to the module (see Indicator 3, above, on planning) are coordinated.</p>	<ul style="list-style-type: none"> To what extent are planned schedules and activities implemented and monitored? In what way are research opportunities utilised? 	<ul style="list-style-type: none"> Minutes of meetings. Mid-term reports. Research reports. 	
<p>MODULE OUTPUT AND IMPACT</p>			
<p>INDI 8</p> <p><i>The impact is monitored and evaluated.</i></p>			

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>The impact on students, academic staff, department, profession, community, and service provider is assessed.</p> <p>8.1</p>	<ul style="list-style-type: none"> How are the students' cognitive understanding of the module content, civic behaviour and personal growth considered in assessing the service-learning experience? Which professional skills have been acquired or developed by lecturers as a result of the service-learning module? To what extent has the service-learning module had the intended effect and accomplished departmental/ discipline goals? In what ways are the community and service partners' levels of satisfaction assessed? How has the module been beneficial to all participants? 	<ul style="list-style-type: none"> Likert-type responses. Focus groups and interviews. Questionnaires. Examination of written reflection journals. Letters from partners. Publications. Module evaluation instruments. Personal portfolio. Research results. 	
<p>Partners' outcomes are assessed.</p> <p>8.2</p>	<ul style="list-style-type: none"> How is the achievement of outcomes for the various partners assessed? To what extent have programme outcomes been achieved (fitness of purpose)? 	<ul style="list-style-type: none"> Checklist. Module evaluations. Letters of appreciation. Interviews. 	
<p><i>Summative assessment of student learning is conducted.</i></p> <p>9.1</p>	<ul style="list-style-type: none"> Which summative assessment methods are used? Which national, educational and institutional trends have been considered? 	<ul style="list-style-type: none"> Examples of assessment tools. Examiners' reports. 	
<p>Quality assurance is assessed.</p> <p>9.2</p>	<ul style="list-style-type: none"> What mechanisms have been put in place to assure the quality of marks allocated? How are assessment methods moderated? 	<ul style="list-style-type: none"> Evidence of mark validation. Any documentation describing these mechanisms. Moderators' reports. 	
<p><i>The completion of the service-learning module is demonstrated and celebrated.</i></p> <p>INDI 10</p>			

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
10.1	<ul style="list-style-type: none"> • How are partners thanked and recognised for their contribution? • To what extent are students involved in expressing appreciation? • What forms of incentives have been handed out? 	<ul style="list-style-type: none"> • Evidence of appreciation function. • Letter of thanks. • Copy of students' products. • Certificates of appreciation. 	
10.2	<ul style="list-style-type: none"> • What opportunities have been provided for networking? • Has documentation and other information been exchanged between partners? 	<ul style="list-style-type: none"> • Applicable documents. • Photographs of networking. 	
10.3	<ul style="list-style-type: none"> • Which partners and stakeholders have been involved in the celebrations and demonstration activities? • How is a valuable sense of closure and feedback provided for all partners and participants? • In what way are learning experiences and students' responses written up and published? 	<ul style="list-style-type: none"> • Photographs and videos/ multimedia. • Project presentations. • Press releases. • Letters of thanks. • Publication. • Partnership publications. • Conferences. 	
INDI 11			
11.1	<ul style="list-style-type: none"> • Are the modules reviewed on a continual basis? • What logistical problems/ challenges have been identified? • To what extent has the module been cost-effective? • Are all partners clear on roles and responsibilities? • What mechanisms are in place to refer students with personal and skill-related problems? 	<ul style="list-style-type: none"> • Student journals. • Mid-term/ module evaluation. • Partner reports. • Financial reports/ cost analysis. • Student referrals. 	

RECOMMENDED INDICATORS AND ARRANGEMENTS FOR MANAGING QUALITY	REFLECTIVE QUESTIONS	EXAMPLES OF EVIDENCE	QUALITATIVE RESPONSES AND EVIDENCE
<p>Summative module evaluation takes place.</p> <p>11.2</p>	<ul style="list-style-type: none"> What forms of summative assessment are conducted to ascertain what students, partners and other stakeholders have gained from the service-learning experience? What opportunities for research have been identified? To what extent has documentation revealed benefits and disadvantages of the module? How effective have the teaching methods used in the module proved to be? To what extent did teaching methods foster active learning and group interaction by students? In what ways were comments and suggestions communicated to the community service providers/ service-learning centre on campus? 	<ul style="list-style-type: none"> Evaluation instrument. Research proposals. End of term conversation with partners. All module material. Student survey. Reflection reports. 	
<p>The service-learning module is revised where necessary.</p> <p>11.3</p>	<ul style="list-style-type: none"> How were innovative suggestions made to meet the different challenges? Which documents were revised/ designed? To what extent is the design of the module in alignment with the purpose of the programme? Were aspects such as students that enrolled and the throughput of students utilised to revise the module? 	<ul style="list-style-type: none"> Protocol for anticipated problems. Study guide. Module outcomes versus programme outcomes. Plans for next implementation. Student applications. 	
<p><i>The partnership is expanded or terminated.</i></p> <p>INDI 12</p>			
<p>The future of the partnership is determined.</p> <p>12.1</p>	<ul style="list-style-type: none"> To what degree were the explicit goals of the partnership attained? How was termination or expansion of the partnership communicated to all partners? 	<ul style="list-style-type: none"> Closing ritual. Appropriate documentation. Minutes of last meeting. 	

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LIST OF USEFUL SERVICE-LEARNING RESOURCES AND WEBSITES

BOOKS

BOOK	AVAILABLE FROM
Anon. (2004). <i>Essential Resources for Campus-Based Service, Service-Learning, and Civic Engagement</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Anon. (2000). <i>Introduction to Service-Learning Toolkit: Readings and Resources for Faculty</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Anon. (2002). <i>New Directions in Civic Engagement: University Avenue Meets Main Street</i> . Washington: Pew Partnerships.	CHESP www.chesp.org.za
Anon. (2002). <i>Presidents' Declaration on the Civic Responsibility of Higher Education</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Anon. (2000). <i>Up and Running: A Step-By-Step Guide to Organizing an Introductory Service-Learning Institute</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Astin, A. and Astin, H. (eds.). (2000). <i>Leadership Reconsidered – Engaging Higher Education in Social Change</i> . Battle Creek, MI: WK Kellogg Foundation.	Publisher or inter-library loan.
Battistoni, Richard M. (2002). <i>Civic Engagement across the Curriculum: A Resource Book for Service-Learning Faculty in All Disciplines</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Billig, Shelley and Waterman, Alan (eds.). (2003). <i>Studying Service-Learning: Innovation in Education Research Methodology</i> . London: Lawrence Erlbaum.	Publisher or inter-library loan.
Bowley, Erin M., Scheibel, Jim and Jones, Steven (2005). <i>The Promise of Partnerships: Tapping into the College as a Community Asset</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
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Colby, Ann and Erlich, Thomas and Beaumont, Elizabeth and Stephens, Jason (2003). <i>Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility</i> . San Francisco: Jossey-Bass.	Publisher or inter-library loan. www.josseybass.com
Driscoll, Amy and Lynton, Ernest A. (1999). <i>Making Outreach Visible: A Guide to Documenting Professional Service and Outreach</i> . Washington, DC: American Association of Higher Education.	Publisher or inter-library loan.
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Eyler, Janet and Giles, Jr., Dwight and Schmiede, Angela (1996). <i>Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections</i> . Nashville, TN: Vandebilt University.	Publisher or inter-library loan.
Eyler, Janet and Giles, Dwight (1999). <i>Where's the Learning in Service-Learning?</i> San Francisco: Jossey-Bass.	Publisher or inter-library loan. www.josseybass.com
Gelmon, Sherril B. and Holland, Barbara and Driscoll, Amy and Spring, Amy and Kerrigan, Seanna (2001). <i>Assessing Service-Learning and Civic Engagement: Principles and Techniques</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
Gordon, Rick (ed.). (2000). <i>Problem Based Service Learning: A Fieldguide for Making a Difference in Higher Education</i> . Keane, NH: Education by Design.	Publisher or inter-library loan.
Heffernan, Kerrissa (2001). <i>Fundamentals of Service-Learning Course Construction</i> . Providence, RI: Campus Compact.	Publisher or inter-library loan. www.compact.org
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Langseth, Mark and Plater, William M. (eds.). (2004). <i>Public Work and the Academy: An Academic Administrator's Guide to Civic Engagement and Service-Learning</i> . Boston: Anker.	Publisher or inter-library loan.
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O'Meara, KerryAnn and Rice, Eugene (2005). <i>Faculty Priorities Reconsidered: Rewarding Multiple Forms of Citizenship</i> . San Francisco: Jossey-Bass.	Publisher or inter-library loan. www.josseybass.com
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Zlotkowski, Edward (ed.). (1998). <i>Successful Service-Learning Programs: New Models of Excellence in Higher Education</i> . Boston: Anker.	Publisher or inter-library loan.

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<i>Advances in Service-Learning Research</i> (series). Greenwich, Connecticut, Information Age.	Publisher or inter-library loan.
<i>Change: The Magazine of Higher Learning</i> . Washington, HELDREF. Bi-monthly.	Publisher or inter-library loan. www.heldref.org
<i>Education, Citizenship and Social Justice</i> . Sage.	Publisher or inter-library loan. www.sagepublications.com
<i>Journal of Higher Education Outreach and Engagement</i> . Athens, University of Georgia. Quarterly.	Publisher or inter-library loan. www.uga.edu/jheoe
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Calleson, Diane C. and Jordan, Catherine and Seifer, Sarena D. (2005). Community-Engaged Scholarship: Is Faculty Work in Communities a True Academic Enterprise? In <i>Academic Medicine</i> , 80 (4), 317-321.	Publisher or inter-library loan.
Clayton, Patti H. and Ash, Sarah L. (2004). Shifts in Perspective: Capitalizing on the Counter-Normative Nature of Service-Learning. In <i>Michigan Journal of Community Service Learning</i> , 11 (1), 59-70.	Publisher or inter-library loan.
Cooper, Davis D. (1998). Reading, Writing and Reflection. In Rhoads, Robert and Howard, Jeffrey. <i>Academic Service Learning: A Pedagogy of Action and Reflection</i> . San Francisco: Jossey-Bass. 47-56.	Publisher or inter-library loan. www.josseybass.com
Driscoll, Amy <i>et al</i> (1996). Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution. In <i>Michigan Journal of Community Service Learning</i> , Fall, 1996, 66-71.	Publisher or inter-library loan. www.umich.edu/~mjcs1
Dunlap, Michelle R. (1998). Voices of Students in Multicultural Service-Learning Settings. In <i>Michigan Journal of Community Service Learning</i> 5, 58-67.	Publisher or inter-library loan. www.umich.edu/~mjcs1
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